DOCUMENT RESUME

ED 342 220 FL 019 560

TITLE	Villa Alegre Learning Guide: Series 300.
INSTITUTION	Bilingual Children's Television, Oakland, Calif.
SPONS AGENCY	Office of Education (DHEW), Washington, D.C.
PUB DATE	77
NOTE	196p.; For similar guides, see FL 019 561-562.
AVAILABLE FROM	Great Plains National Instructional Television Library (GPN), Box 80669, Lincoln, NE 68501. Accompanying videotape can be purchased for $65.00, rental for $25.00.
PUB TYPE	Guides - Classroom Use - Instructional Materials (For Learner) (051)
LANGUAGE	Spanish; English
EDRS PRICE	MF01/PC08 Plus Postage.
DESCRIPTORS	*Bilingualism; Educational Objectives; *Educational Television; English (Second Language); Games; Instructional Materials; Learning Activities; *Spanish; *Spanish Speaking; Vocabulary

ABSTRACT

This learning guide, covering the third series (65 shows) of the bilingual (Spanish/English) television series "Villa Alegre," describes its objectives and provides teaching materials drawn from each show for use as reinforcers for the concepts presented or as an adjunct to other educational activities. The content of the series is designed around five central themes or "strands." They are: (1) Communication; (2) Food and Nutrition; (3) Natural Environment; (4) Human-Made Objects; and (5) Human Relations. The programs are composed of 13 shows per strand. The description of each show contains five components: (1) the general message of the show and "what will be seen"; (2) cultural notes to provide background for the adult reader; 3) key language and vocabulary expressions; (4) games and activities; (5) a bibliographic footnote. Two concluding sections of the guide provide, respectively, the words and music of songs from each strand and a set of tear-out activity sheets. (SR)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

SCOPE OF INTEREST NOTICE

The ERIC Facility has assigned this document for processing to: FL

In our judgment, this document is also of interest to the Clearinghouses noted to the right. Indexing should reflect their special points of view. UD

ED342220

VILLA ALEGRE Learning Guide

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

Series 300

produced by: BCTV

THIS LEARNING GUIDE MADE POSSIBLE
BY A SPECIAL GRANT FROM
EXXON U.S.A. FOUNDATION

FL019560

BEST COPY AVAILABLE

The Villa Alegre television series were produced by BCTV, Oakland, California, and funded by the U.S. Department of Education, ESAA Broadcast Branch, Washington, D.C. 20202.

Reprinted by ILC-TV Project, under the auspices of the Bureau of Mass Communications of the New York State Education Department; funded by the U.S. Department of Education, ESAA Broadcast Branch, Washington, D.C. 20202; and distributed by Great Plains National Instructional Television Library (GPN). This publication may be reproduced according to local needs. Further information about teaching guides and videotapes may be had from GPN, Box 80669, Lincoln, Nebraska 68501; phone: (402) 472-2007.

EDITOR
LAYOUT & ACTIVITIES
IRMA T. RIVAS

Graphics
ENZO BALDI

Cultural Notes
HECTOR DELGADO

Typesetting and Proofreading
MILLIE BOTELLO
PHYLLIS BOURNE
LU HALLIDAY
KRIS TARR

BILINGUAL CHILDREN'S TELEVISION, INC.
Suite 1550, Ordway Building
2150 Valdez Street, Oakland, California 94612

Copyright © BILINGUAL CHILDREN'S TELEVISION, INC., 1977
All rights reserved by BILINGUAL CHILDREN'S TELEVISION, INC.

TABLE OF CONTENTS

VILLA ALEGRE - FORWARD.....1

AN INTRODUCTION TO THE LEARNING GUIDE.....1

THE EDUCATIONAL STRANDS.....2

WEEKLY SHOW SCHEDULE.....3

COMMUNICATION STRAND.....4

C-14 (Tape #301) Atención.....6
C-15 (Tape #306) Palabras en Papel.....8
C-16 (Tape #311) Abracadabra.....10
C-17 (Tape #316) Los Viajes.....12
C-18 (Tape #321) Los Cinco Sentidos.....14
C-19 (Tape #326) Mensajes Especiales.....16
C-21 (Tape #331) Say It with Music.....18
C-22 (Tape #336) Art Talks.....20
C-23 (Tape #341) Ears, Ears, Ears.....22
C-24 (Tape #346) How Do You Find Out?.....24
C-25 (Tape #351) Cuentos y Cuentistas.....26
C-26 (Tape #356) Nature Talk.....28
C-27 (Tape #361) The Visitors.....30

FOOD AND NUTRITION STRAND.....32

FN-13 (Tape #302) A Day at the Farm.....34
FN-14 (Tape #307) 4 Is A Magic Number.....36
FN-15 (Tape #312) Putting Numbers Together.....38
FN-17 (Tape #317) Parenting for All.....40
FN-18 (Tape #322) El Sistema Metrico.....42
FN-19 (Tape #327) A Day Off.....44
FN-20 (Tape #322) Parenting Too.....46
FN-21 (Tape #337) Feeling Good.....48
FN-22 (Tape #342) El Cuerpo.....50
FN-23 (Tape #347) El Pan.....52
FN-24 (Tape #352) Safety First.....54
FN-25 (Tape #357) El Recreo.....56

NOTE: The Tape Number listed in parentheses with each program title is the identification number to be used when ordering from Great Plains National Instructional Television Library.

NATURAL ENVIRONMENT STRAND.....58

NE-27 (Tape #303) It's Our Planet.....60
NE-28 (Tape #308) Feathers, Fur and Porcupine Quills....62
NE-29 (Tape #313) How I See It.....64
NE-30 (Tape #318) Death.....66
NE-31 (Tape #323) Aloha, Honolulu!.....68
NE-32 (Tape #328) El Jardín.....70
NE-33 (Tape #333) Los Siete Mares.....72
NE-34 (Tape #338) Mysteries of Our Time.....74
NE-35 (Tape #343) How Old Is Old?.....76
NE-36 (Tape #348) Water in the Air.....78
NE-37 (Tape #353) Seasons Take Turns.....80
NE-38 (Tape #358) La Luz.....82
NE-39 (Tape #362) Aloha, Honolulu! Part II.....84

HUMAN-MADE OBJECTS STRAND.....86

O-27 (Tape #304) Las Manos.....88
O-28 (Tape #309) Things That Float.....90
O-29 (Tape #314) La Ropa.....92
O-30 (Tape #319) Newspapers.....94
O-31 (Tape #324) Making Things.....96
O-32 (Tape #329) Just A Minute!.....98
O-33 (Tape #334) La Feria.....100
O-34 (Tape #339) Reading.....102
O-35 (Tape #344) How to Make A Living.....104
O-36 (Tape #349) Architecture and Home Safety.....106
O-37 (Tape #354) Los Deportes.....108
O-38 (Tape #359) La Matemática.....110
O-39 (Tape #363) La Transportación.....112

HUMAN RELATIONS STRAND.....114

HR-29 (Tape #305) Getting Along.....116
HR-30 (Tape #310) Everybody Can Do Something.....118
HR-31 (Tape #315) Happiness Is.....120
HR-32 (Tape #320) Am I Different?.....122
HR-33 (Tape #325) Togetherness.....124
HR-34 (Tape #330) Plans Change.....126
HR-35 (Tape #335) Why Do I Have To?.....128
HR-36 (Tape #340) I've Got A Problem.....130
HR-37 (Tape #345) I Made A Mistake.....132
HR-38 (Tape #350) Tengo Miedo.....134
HR-39 (Tape #355) I Want To Be.....136
HR-40 (Tape #360) The Good Old Days.....138
HR-41 (Tape #364) Making Decisions.....140
HR-42 (Tape #365) Beauty.....142

VILLA ALEGRE MUSIC.....144

VILLA ALEGRE TEAR-OUT ACTIVITIES.....176

VILLA ALEGRE

FOREWORD:

The children of a country are its future and its most valuable resource. It is incumbent upon the leaders of this nation, as well as its educators and parents, to realize the tremendous importance of the formative years of a child's life, for it is during this period of time that a child's potential for adulthood is being shaped. All children deserve the opportunity to realize their full potential. Our main objective is two-fold—to demonstrate the importance of the Latin American culture, its commonalities, and its value system, and to expose all viewers to a virtually untapped reservoir of human potential. The impact of television on the lives of its viewers cannot be denied. By using this important and powerful media, VILLA ALEGRE attempts to demonstrate that the children of Latin American backgrounds are an asset to the cultural fiber of this nation. VILLA ALEGRE encourages all children, regardless of background, to participate vigorously in those educational opportunities that will help them realize their full potential and to appreciate the fact that America is a nation for all people.

With the production of the third series of 65 shows, VILLA ALEGRE continues to address itself to the following goals and educational objectives:

1. To present selected information designed to nurture development of concepts in the areas of communication, food and nutrition, natural environment, human-made objects, and human relations.

2. To promote cultural pluralism through an understanding and an appreciation of the Latin American culture, heritage, values, and mores, and its parallel similarities to all cultures.

3. To provide non-Spanish speakers with an opportunity to become familiar with the Spanish language and to demonstrate that the celebration of cultural similarities and common experiences shared by all people can help bring about a clearer understanding of common destiny shared by all humans.

4. To provide Latin American children with an experience in which their home language and culture predominate for the purposes of enhancing their self-image, encouraging their continued or renewed pride in their background, and bridging some of the gaps that may exist between home and school.

5. To aid all children in the development of communication and problem-solving skills necessary to function successfully in this modern-day world.

AN INTRODUCTION TO THE LEARNING GUIDE:

The child's mind is in perpetual motion. Children are constantly trying to discover how and why the world works the way it does. It is our intention to present children with open learning situations that will encourage them to question, explore, and discover.

This Learning Guide will extend VILLA ALEGRE's experiences beyond the two-dimensional world of television into the three-dimensional world of the classroom and home. We have included in the Learning Guide material drawn from each show. Thus, the teacher or parent can use the materials in the Guide to either reinforce what has taken place on the screen or as an adjunct to other educational activities.

There are seven basic sections of the Guide, consisting of the following topics:

1. The GENERAL MESSAGE of education purpose and WHAT YOU'LL BE SEEING, a brief description of each videotape, film or animation segment in a particular show.

2. A CULTURAL NOTES section in which material is provided to the adult reader as background to certain aspects of the Latin American culture in relation to the lifestyles of all cultures and peoples.

3. A section on key LANGUAGE and VOCABULARY AND EXPRESSIONS used most often in each show has been included in the Guide which can be used to assist the teacher, both in learning enough Spanish to communicate with Spanish-speaking people as well as to identify words and expressions that are central to the content of each show.

4. The SUGGESTED GAMES AND ACTIVITIES section describes various activities which the child can perform in the home or classroom as reinforcement to program activities.

5. A bibliographical footnote provides source references which may be helpful in planning further study.

6. The MUSIC section contains the words and music of songs from each strand. These are designed to teach vocabulary and educational messages through song.

7. TEAR-OUT ACTIVITIES sheets which may be used "as-is" by the child or may be made into ditto-masters for group use are included in the Learning Guide to stimulate classroom activity.

The VILLA ALEGRE approach to educational content is an open one. We do not presume that each show can be reduced to a finite subset of specific objectives which the teacher is expected to reinforce in some rigidly prescribed manner. Rather, we feel that children will sample from the shows what is important and interesting to them. The Learning Guide is offered to the teacher or parent in that same spirit. There will be sections which will be particularly interesting and useful to the teacher or person working with the child. For example, a teacher may find the Cultural Notes of use in developing his or her understanding of Latin American cultures and as a point of departure for developing classroom activities which follow from the discussion presented in the section. Similarly, another teacher may be more interested in following up on the Language section of the Guide while still another might use the Activities described to reinforce specific points illustrated in the show and consistent with the teacher's own educational plans.

THE EDUCATIONAL STRANDS:

The educational content of VILLA ALEGRE is designed around five central themes or strands. These strands have been chosen on the basis of their common importance and interest value to adults and children throughout the world. Thus, issues and problems related to Communication, Food and Nutrition, Natural Environment, Human-Made Objects, and Human Relations involve all cultures regardless of language background or locale. These five strands can be conceived of as dealing with the human social environment, the natural environment, and the human-made environment. They are of critical importance to all human endeavor and are, consequently, of importance and interest to children who are trying to find out how their world functions.

In the following, each of the strands are briefly defined in terms of its individual purpose.

COMMUNICATION – This strand attempts to demonstrate that communication is the basis of all relationships between people and to help children become aware of the interdependence among the different elements and the many tools of communication.

FOOD AND NUTRITION – The purpose behind this strand is to illustrate the importance and variation of food processing, storage, and preparation techniques used around the world while, at the same time, stressing the fundamental principle that proper nourishment is critical to all of life's functions.

NATURAL ENVIRONMENT – The fundamental purpose of this strand is to demonstrate to the child the basic interdependence of all things in the universe and thereby create an awareness of the need to conserve the natural resources provided in our environment.

HUMAN-MADE OBJECTS – This strand is aimed at introducing the child to the world of technology by demonstrating how the things which make up our material culture are constructed, assembled, or put together. The critical intent of these demonstrations will be to show the power of people over objects.

HUMAN RELATIONS – This strand is designed to enhance the self-concept of the child by creating an awareness of his or her uniqueness, and similarities, to other individuals in a wide variety of social settings.

These then are the broad messages of the five strands presented in VILLA ALEGRE. The 65 programs are composed of 13 shows per strand. This means that within each show we will present specific content which amplifies the general message of each strand. For example, in the Communication strand we cover such topics as Signs, Signals and Codes, Units and Scales, El Arte, and Learning How.

With these broadly defined descriptions of our Educational Strands, we invite you to participate in the VILLA ALEGRE experience with us. ¡Bienvenidos!

Strand Abbreviations:

C	=	Communication
FN	=	Food and Nutrition
HR	=	Human Relations
NE	=	Natural Environment
O	=	Human-Made Objects

Abbreviations Used in "What You'll Be Seeing":

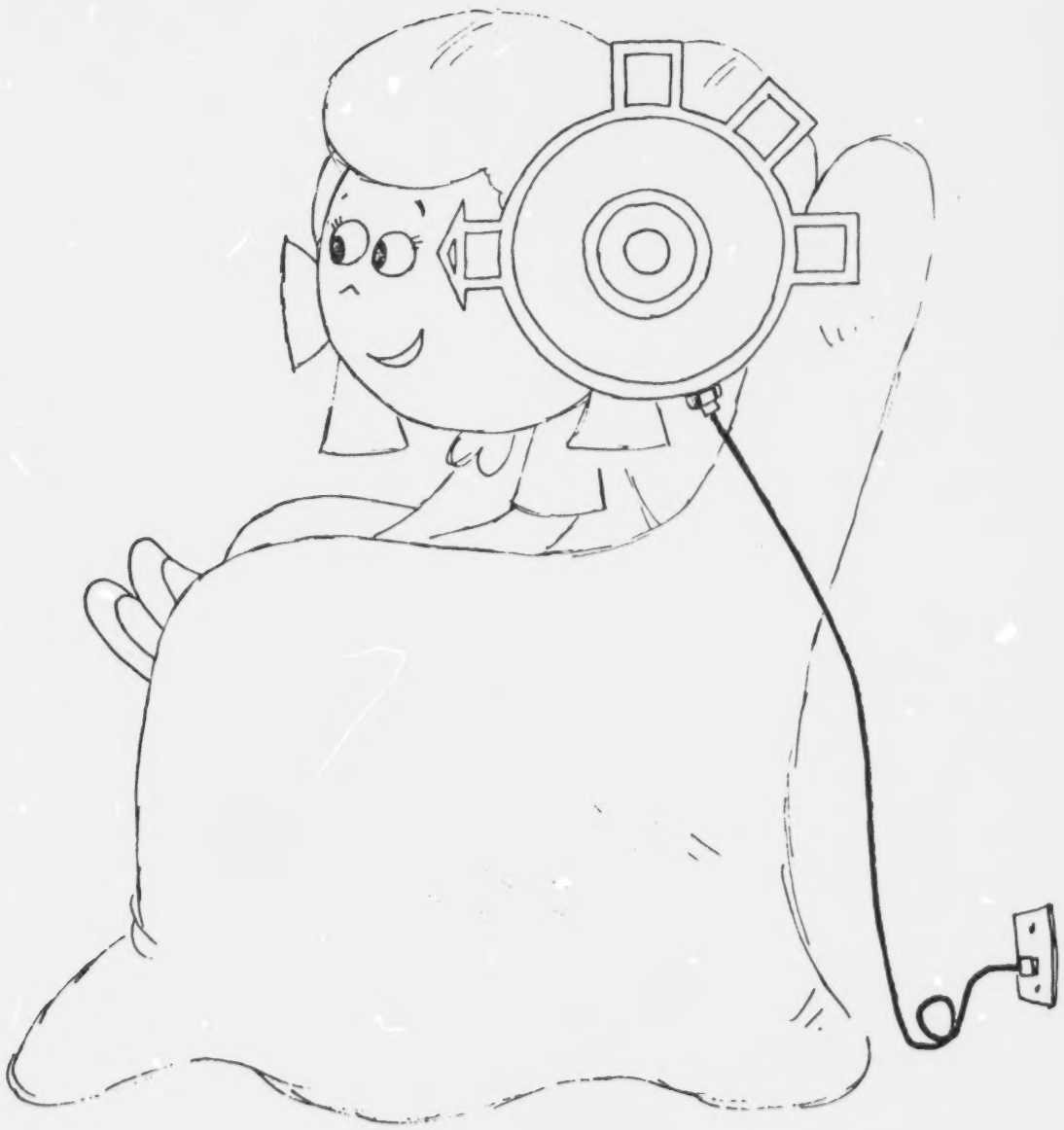
A	=	Animation
AIS	=	Animated Introduction to Strand
B	=	Bilingual
E	=	English
F	=	Film
NV	=	Nonverbal
S	=	Spanish
VTR	=	Videotape Recorded

WEEKLY SHOW SCHEDULE

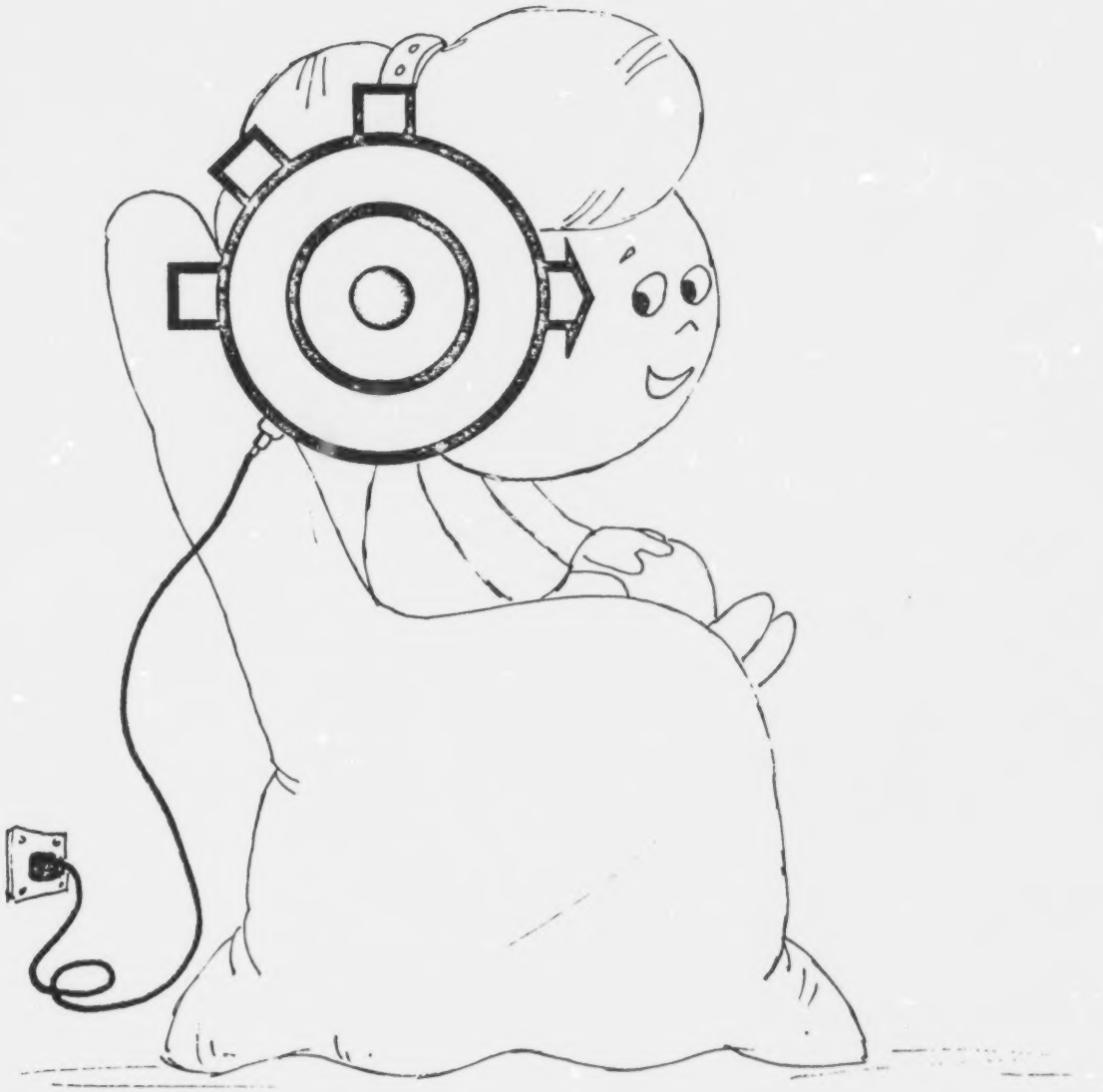
	MONDAY Communication	TUESDAY Food and Nutrition	WEDNESDAY Natural Environment	THURSDAY Human-Made Objects	FRIDAY Human Relations
WEEK 1	C-14 Atención	FN-13 A Day at the Farm	NE-27 It's Our Planet	O-27 Las Manos	HR-29 Getting Along
WEEK 2	C-15 Palabras en Papel	FN-14 4 Is A Magic Number	NE-28 Feathers, Fur and Porcupine Quills	O-28 Things That Float	HR-30 Everybody Can Do Something
WEEK 3	C-16 Abracadabra	FN-15 Putting Numbers Together	NE-29 How I See It	O-29 La Ropa	HR-31 Happiness Is . . .
WEEK 4	C-17 Los Viajes	FN-17 Parenting for All	NE-30 Death	O-30 Newspapers	HR-32 Am I Different?
WEEK 5	C-18 Los Cinco Sentidos	FN-18 El Sistema Métrico	NE-31 Aloha, Honolulu!	O-31 Making Things	HR-33 Togetherness
WEEK 6	C-19 Mensajes Especiales	FN-19 A Day Off	NE-32 El Jardín	O-32 Just A Minute!	HR-34 Plans Change
WEEK 7	C-21 Say It with Music	FN-20 Parenting Too	NE-33 Los Siete Mares	O-33 La Feria	HR-35 Why Do I Have To?
WEEK 8	C-22 Art Talks	FN-21 Feeling Good	NE-34 Mysteries of Our Time	O-34 Reading	HR-36 I've Got A Problem
WEEK 9	C-23 Ears, Ears, Ears	FN-22 El Cuerpo	NE-35 How Old Is Old?	O-35 How to Make A Living	HR-37 I Made A Mistake
WEEK 10	C-24 How Do You Find Out?	FN-23 El Pan	NE-36 Water in the Air	O-36 Architecture and Home Safety	HR-38 Tengo Miedo
WEEK 11	C-25 Cuentos y Cuentistas	FN-24 Safety First	NE-37 Seasons Take Turns	O-37 Los Deportes	HR-39 I Want to Be
WEEK 12	C-26 Nature Talk	FN-25 El Recreo	NE-38 La Luz	O-38 La Matemática	HR-40 The Good Old Days
WEEK 13*	C-27 The Visitors	NE-39 Aloha, Honolulu! Part II	O-39 La Transportación	HR-41 Making Decisions	HR-42 Beauty

NOTE: Because of shows not produced in this Series, Strands are not in order in Week 13.

COMMUN



ICATION



COMMUNICATION
"ATENCION" – C-14

MESSAGE:

Attention is a direct focusing on something. Generally, we give attention to things that either please or disturb us. We select from advertised products those that we think, or hope, will make our life better. But we are attracted to news which usually deals with personal and social catastrophes. In our personal lives we call attention to ourselves by our appearance and behavior, and we tend to judge others on the same basis. We should remember, however, that people are more complex and important than boxes of cereal—people come in different "packages", but all have something to offer.

WHAT YOU'LL BE SEEING:

STANDARD OPENING: Villa Alegre Fireworks!
COMMUNICATION SLATE (E): (VTR)
AIS (E): Graphic symbols and animated action introduce the Communication theme.
LA PUBLICIDAD (B): Children want to know the best way to advertise the sale of a snake. (VTR)
COMMUNICATION GAME (B): Sr. Cuco explains to Gloria and Claudio just how television works. (A)
ADVERTISING (B): Children ask Capitán what advertising is. (VTR)
VISUAL ARTS (E): The artistry of our world around us is discussed and explored by two children. (F)
GETTING ATTENTION (E): Discussion on the different ways of getting attention. (VTR)
AUXILIO (S): The letters A, U, X, I, L, I, and O roll down a hillside. (A)
GETTING ATTENTION (S): Discussion on the different ways of getting attention. (VTR)
A DAY WITH LU CHING (B): A young girl helps her mother at the flower shop. (F)
CLEAN OUT (B): Doña Luz places an advertisement on television and sells all her sale merchandise. (VTR)
SEAL OF APPROVAL (B): Children discuss how laboratories test appliances, clothing, toys, etc., for quality. (F)
ESTOY AQUI (S): Rabbit pops in and out of holes. (A)
SOAP SUDS (B): Children don't read the instructions on a box of detergent when they wash their uniforms. (VTR)
ESTA LLOVIENDO (S): A cloud rains on a man. (A)
INDIAN SIGNS (E): An Indian chief tells a brave of the different signs he must learn to read. (VTR)
AIS (S): Graphic symbols and animated action reinforce the Communication theme.
STANDARD CLOSING: Villa Alegre Fireworks!

CULTURAL NOTES:

Advertising*

Advertising is thousands of years old. In ancient times few people could read. Ancient Egyptians hired criers to advertise goods for sale, and Romans used pictorial signs. A shoemaker, for example, hung a sign shaped like a shoe over his shop door; a mule driving a mill was a sign for a bakery; a goat for a dairy; a green bush for a wineshop. The tradition spread to England where a spinning wheel designated a weaver, a wooden Indian, a cigar store. Some pictorial signs are still used today, such as the red and white barbershop pole and the three golden balls of the pawnbroker. But most advertising today, of course, is transmitted by mass media and has been sophisticated to an extent that would have astounded the ancient Egyptian criers.

Wood, James Playsted, This Advertising, Crown, New York, 1968.

LANGUAGE:

Para llamar la atención escribo una carta. . . . . I can get attention by writing a letter.
(Pah'-rah yah-mahr' lah ah-tehn-see-ohn' ehs-kree'-boh oo'-nah kahr'-tah.)

Para llamar la atención uso una clave. . . . . I get attention by using a code.
(Pah'-rah yah-mahr' lah ah-tehn-see-ohn' oo'-soh oo'-nah klah'-beh.)

VOCABULARY AND EXPRESSIONS:

anunciar . . . . . to advertise
(ah-noon-see-ahr')

la etiqueta . . . . . label
(lah eh-tee-keh'-tah)

la mercancía . . . . . merchandise
(lah mehr-kahn-see'-ah)

la publicidad . . . . . advertising
(lah poo-blee-see-dahd')

las gangas . . . . . bargains
(lahs gahn'-gahs)

la venta especial . . . . . clearance sale
(lah behn'-tah ehs-peh-see-ahl')

SUGGESTED GAMES AND ACTIVITIES:

ADVERTISEMENTS

YOU NEED: Ad sections from newspapers.

HOW TO DO IT: Using the "Advertisements" section of a newspaper, show the children the different sections, i.e., those advertising houses, cars, apartments, household items, pets, lost and found. Discuss the advantages of advertising—how it helps to let people know you have lost something, or if you have something to sell or give away. Maybe the children would like to put up their own advertisements on a bulletin board.

COMMUNICATION
"PALABRAS ON PAPEL" – C-15

MESSAGE:

Man has always had the urge to record his thoughts and feelings in some permanent form. He has done his best with the materials at hand. Prehistoric man drew, painted, and carved pictures on the walls of his cave. By around 3000 B.C., his pictorial language had begun to evolve to written words. Today, the past is alive to us through the writings of our ancestors. By putting words on paper we can now communicate, solve problems, tell stories, and record our thoughts and feelings for future generations.

WHAT YOU'LL BE SEEING:

STANDARD OPENING: Villa Alegre Fireworks!

COMMUNICATION SLATE (E): (VTR)

AIS (S): Graphic symbols and animated action introduce the Communication theme.

PALABRAS EN PAPEL (B): Children are caught writing on a fence. (VTR)

ANIMATED ANSWERS (B): Sr. Cuco teaches the children that books are the source for answers to unanswered questions. (A)

WITH PAPER (B): Two children discuss the many uses of paper. (VTR)

ARTFUL KITES (E): The process of silkscreening is demonstrated. (F)

CAPTAIN'S LOG (B): Child learns that boys can keep diaries, too. (VTR)

ESTA LLOVIENDO (S): A cloud rains on a man. (A)

MAKING PRINTS (B): Vendedor shows children how to make different kinds of printing. (VTR)

A DAY WITH LU CHING (B): A young girl helps her mother at the flower shop. (F)

THE ALPHABET MARCH (B): Child has problem remembering the alphabet. (VTR)

PAPER MUSEUM (E): Several types of paper tell their destinies. (VTR)

AIS (E): Graphic symbols and animated action reinforce the Communication theme.

STANDARD CLOSING: Villa Alegre Fireworks.

CULTURAL NOTES:

The Written Word*

The cave drawings of early man gradually evolved with the use of varied materials and the need to make records both storable and transportable. Man learned to inscribe messages and symbols on copper, brass, bronze, and lead. Bricks, wood, leaves, bark, animal skins (vellum), and papyrus, which closely resembled paper, were used. The oldest written records in existence are the clay tablets of the ancient Sumarians which date from the 4th millenium B.C. The Dead Sea Scrolls, which are papyrus manuscripts, are considered the most important religious and Biblical documents ever discovered.

* Encyclopedia Britannica, 15th Edition, Chicago, 1974; Collier's Encyclopedia, Crowell-Collier Education Corp., New York, 1968.

LANGUAGE:

Escribimos poemas en papel. . . . . We write poems on paper.
(Ehs-kree-bee'-mohs poh-eh'-mas ehn pah-pehl'.)

Usamos papel para hacer máscaras. . . . . We use paper to make masks.
(Oo-sah'-mohs pah-pehl' pah'-rah ah-sehr' mahs'-kah-rahs.)

VOCABULARY AND EXPRESSIONS:

dibujar . . . . . to draw
(dee-boo-hahr')

el alfabeto . . . . . alphabet
(ehl ahl-fah-beh'-toh)

el cuaderno . . . . . log
(ehl koo-ah-dehr'-noh)

el diario . . . . . diary
(ehl dee-ah'-ree-oh)

imprimir . . . . . to print
(eem-pree-meer')

la litografía . . . . . lithography
(lah lee-toh-grah-fee'-ah)

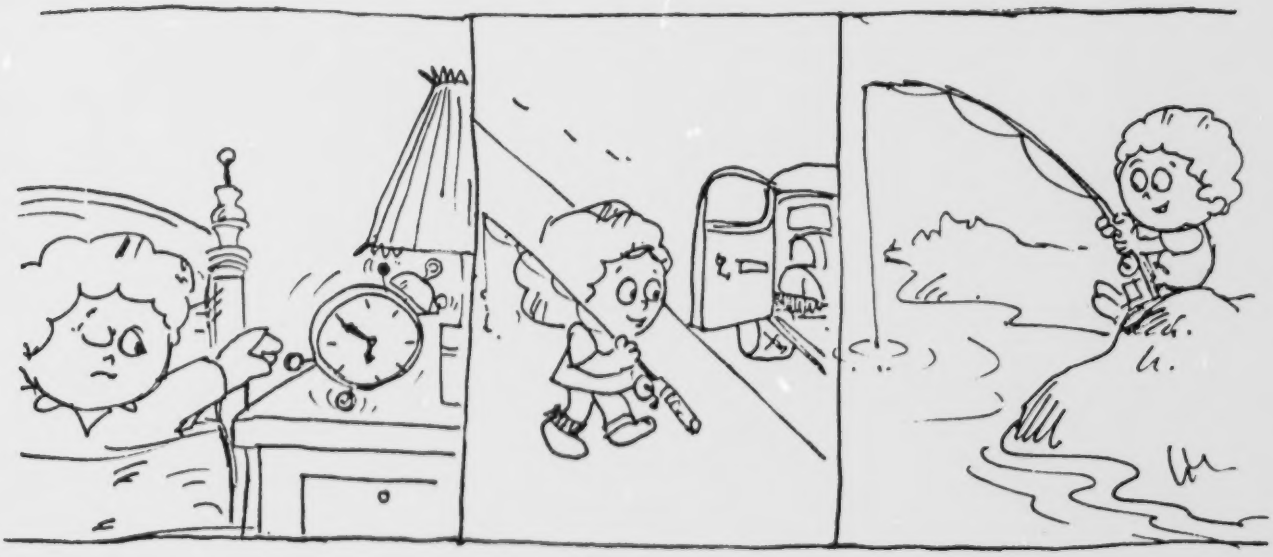
el reporte . . . . . report
(ehl reh-pohr'-teh)

SUGGESTED GAMES AND ACTIVITIES:

PICTURE STORIES

YOU NEED: Paper, pencil or pen.

HOW TO DO IT: Man's first writing was done with pictures instead of words. Write your own story with pictures. You might write a story of waking up in the morning, getting dressed, eating breakfast and going out to play with other children. Or you might write about a trip to the zoo, or even a fishing trip. But don't forget . . . you can't use a single word!



COMMUNICATION
"ABRACADABRA" – C-16

MESSAGE:

Supposedly, "Magic" is the use of supernatural powers or secret words to get something done. Magicians delight us with illusions, such as pulling rabbits from hats, sawing people in half, and making things disappear and reappear. In more superstitious times, people respected and feared sorcerers and wizards who made potions and used secret words for both good and evil purposes. "Abracadabra" or "Open Sesame" were once magical terms, but now almost everyone knows these words. Do you think they are still magical?

WHAT YOU'LL BE SEEING:

STANDARD OPENING: Villa Alegre Fireworks!
COMMUNICATION SLATE (E): (VTR)
AIS (E): Graphic symbols and animated action introduce the Communication theme.
ABRACADABRA (B): Two magicians do their magic tricks. (VTR)
HANDS AND FEET (B): Montage of scenes showing hands and feet. (F)
I LIKE MAGIC (E): We see a display of magic tricks. (VTR)
¿COMO ESTAS? BIEN, GRACIAS (S): Two men bump into each other. (A)
I LIKE MAGIC (S): We see a display of magic tricks. (VTR)
SIGNALS (B): Precolombo convinces Robot that primitive methods of sending signals are still functional when modern technology fails. (A)
NEPTUNE (B): Capitán tells of the time Neptune saved his life. (VTR)
THE MERMAID STORY (B): Sr. Cuco tells Gloria and Claudio the story of Serina the Mermaid. (A)
MAGIC WEATHER WORDS (B): Children try to make it rain by using magic words. (VTR)
ESTA LLOVIENDO (S): A cloud rains on a man. (A)
LIGHT AND REFLECTIONS (S): The world of light and reflections is investigated at the Exploratorium. (F)
MIMO'S MAGIC (NV): Mimo tries several magic tricks, but they don't work. (VTR)
COMPUTER NUMBER 7 (S): Seven animated cubes appear in varying arrangements along with the number "7". (A)
MAGIA, MAGIA (B): Toucan tells of the time he ended up in a magician's hat. (VTR)
AIS (S): Graphic symbols and animated action reinforce the Communication theme.
STANDARD CLOSING: Villa Alegre Fireworks!

CULTURAL NOTES:

Magic*

In the Trobrian Islands near New Guinea, magical incantations are used to make sure the village gardens remain fertile. In Polynesia, a taboo is officially placed on certain gardens and trees so that the vegetables and fruits will not be picked by the villagers until it is time to feast. Magic has been used to control the rain and sun and any condition that affects the success of a good harvest. Belief in gods which control weather was not uncommon. Tlaloc was the rain god of the Aztecs who was revered, yet feared, not only because he could send rain, but also drought, lightening or hurricanes. The Incas believed in the "Corn-mother" (Zara-mama) who had the power to insure a plentiful corn harvest. They would make a puppet out of corn ears and dress her in women's clothes. If at any time within a year she was asked how she felt and if the Incas perceived she was weak, she was burned and a new Corn-mother was built. Even today, some people believe in magic for different reasons, as can be seen in the action of people who throw salt over their shoulders to ward off bad luck when salt has accidentally been spilled, or who believe in astrological signs.

Encyclopedia Americana, Volume 27, Americana Corp., New York, 1975.

LANGUAGE:

Me gustan los hechizos mágicos. . . . . I like magic spells.
(Meh goos'-tahn lohs eh-chee'-sohs mah'-hee-kohs.)

Me gustan las pociones mágicas. . . . . I like magic potions.
(Meh goos'-tahn lahs poh-see-oh'-nehs mah'-hee-kahs.)

VOCABULARY AND EXPRESSIONS:

el mago . . . . . magician
(ehl mah'-goh)

la buena suerte . . . . . good luck
(lah boo-eh'-nah soo-ehr'-teh)

la magia . . . . . magic
(lah mah'-hee-ah)

las bolas de cristal . . . . . crystal balls
(lahs boh'-lahs de krees-tahl')

las palabras mágicas . . . . . magic words
(lahs pah-lah'-brahs mah'-hee-kahs)

la superstición . . . . . superstition
(lah soo-pehrs-tee-cee-ohn')

los trucos . . . . . tricks
(lohs troo'-kohs)

SUGGESTED GAMES AND ACTIVITIES:

VIKING ALPHABET

YOU NEED: Paper, pencil.

HOW TO DO IT: Long ago, in Northern Europe, there lived people called the Vikings. These people had their own alphabet, just as we have our alphabet of A-B-C's. Below is the alphabet the Vikings used. Can you write your name with this alphabet? Use our alphabet for those letters which they did not use (C, E, G, J, V, W, X, Z). You might even send someone a secret Viking message.

COMMUNICATION
"LOS VIAJES" – C-17

MESSAGE:

Man is a wanderer. He enjoys traveling from one place to another even when he doesn't have to. Modern transportation systems—cars, boats, buses, trains, airplanes, bicycles—enable us to travel long distances easily and quickly. Hiking in the mountains (backpacking) is also a favorite way to travel among many young and old persons alike. Regardless of how we take a trip, good planning is important to its success. For a long or involved trip, such as one to a foreign country, we might consult a travel agent who will help us with reservations, tickets, and special papers we might need. Where would you like to travel?

WHAT YOU'LL BE SEEING:

STANDARD OPENING: Villa Alegre Fireworks!

COMMUNICATION SLATE (E): (VTR)

AIS (S): Graphic symbols and animated action introduce the Communication theme.

QUE BONITO ES VIAJAR (B): Elena cannot decide whether she wants to take a plane, cruise, train or car on her vacation. (VTR)

FLYING (B): Children talk about birds and wings and flying. (F)

MIMO'S TRIP (B): Mimo pantomimes going on different kinds of trips. (VTR)

HACE FRIO (S): A snowman appears in a snowstorm. (A)

MARIO'S TRAVEL AGENCY (B): Mario tells children what his job as a travel agent consists of. (VTR)

MANUELA KNOWS BEST (B): Manuela helps a lost touring group in San Francisco find their way around the city. (F)

CAMPING TRIP (B): Elena helps Rafael prepare for a camping trip. (VTR)

GOING FAST (B): Discussion about skateboarding. (F)

MAGIC PLACE (B): Child speaks with Hamlet and Don Quixote. (VTR)

NUMBER 6 (S): Montage of sixes dissolve into six candles. (A)

RAISINS IN THE TREES (B): Children realize that they're going on a trip that hasn't been planned. (VTR)

MUSIC MAN (E): Mario announces all the places that we can visit on a trip. (VTR)

AIS (E): Graphic symbols and animated action reinforce the Communication theme.

STANDARD CLOSING: Villa Alegre Fireworks!

CULTURAL NOTES:

The Dream of Flight*

Man's feet are on the ground, but his thoughts have always been in the air. Before the advent of powered flight, he created myths (Daedalus and Icarus) of man's attempts to escape the limitations of earth and literally used the heavens to symbolize his highest achievements. Dreams outpaced achievements until the 20th Century. The age of modern powered flight began on December 17, 1903, when two unknown Americans, Orville and Wilbur Wright, flew an airplane above the lonely dunes of Kitty Hawk, North Carolina. They rose only a few feet off the ground, but they proved that man would be able to fly to the moon and beyond.

* Collier's Encyclopedia, Crowell-Collier Education Corp., New York, 1968.

LANGUAGE:

Mimo va en viaje de negocios. . . . . Mimo is going on a business trip.
(Mee'-moh bah ehn bee-ah'-heh deh neh-goh'-see-ohs.)

Mimo va a pescar. . . . . Mimo is going fishing.
(Mee'-moh bah ah pehs-kahr'.)

VOCABULARY AND EXPRESSIONS:

el agente de viajes . . . . . travel agent
(ehl ah-hehn'-teh de bee-ah'-hehs)

el avión . . . . . airplane
(ehl ah-bee-ohn')

el barco . . . . . ship
(ehl bahr'-koh)

el idioma . . . . . language
(ehl ee-dee-oh'-mah)

el tren . . . . . train
(ehl trehn)

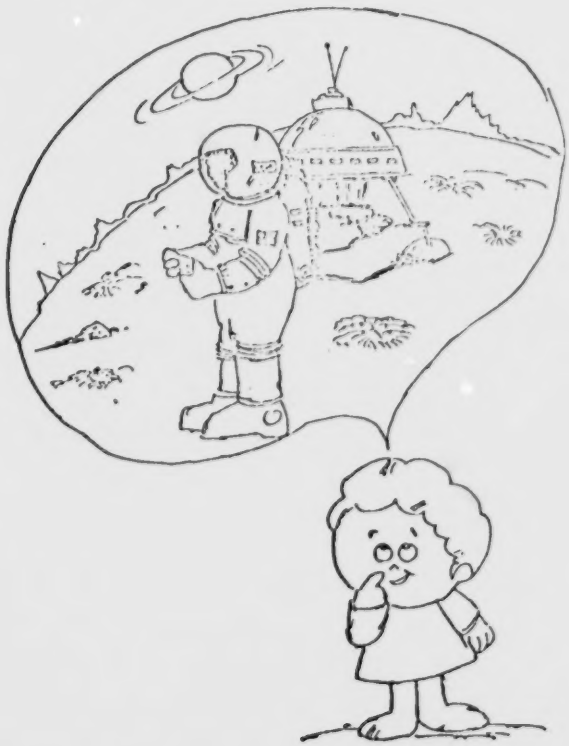
la vacuna . . . . . vaccine
(lah bah-koo'-nah)

SUGGESTED GAMES AND ACTIVITIES:

A DREAM VACATION

YOU NEED: Imagination.

HOW TO DO IT: Have each child tell where he would like to go on a vacation and why he wants to go there. What kind of transportation would he need, i.e., car, bus, train, airplane, flying saucer? What kind of clothes would he need? What kinds of food would he eat? What language(s) would he need to know? Etc.



COMMUNICATION
"LOS CINCO SENTIDOS" – C-18

MESSAGE:

Most people and animals know their environment through their five senses—seeing, feeling, tasting, hearing, and smelling. People who lose one of their senses frequently develop the others to make up for the loss. For example, a sightless person usually has a sharper sense of hearing than a seeing person. Dogs have a keen sense of smell and are sometimes used by law-enforcement agencies to help find, or sniff out, victims or criminals. Unlike humans, some animals, such as the owl, can see at night. Are some of your senses sharper than those of your friends?

WHAT YOU'LL BE SEEING:

STANDARD OPENING: Villa Alegre Fireworks!

COMMUNICATION SLATE (E): (VTR)

AIS (S): Graphic symbols and animated action introduce the Communication theme.

LOS CINCO SENTIDOS (B): The importance of the five senses are discussed. (VTR)

TOUCH (S): Two girls explore the world of touch in the Exploratorium. (F)

THE FIVE SENSES (B): Precolombo demonstrates how valuable the five senses are to man's survival and enjoyment. (A)

SIXTH SENSE (B): Gopher and child share a sixth sense . . . that of being friends. (VTR)

FOOD AND YOUR SENSES (B): Precolombo demonstrates how humans use all their five senses in their appreciation of food and their relationship to the world. (A)

SAVED BY THE SENSES (B): Capitán tells of the time his senses helped save his life. (VTR)

THE EAR (S): The function of the ear described from the moment the ear picks up sound until it arrives at the brain as a message. (A)

VISUAL ARTS (E): The artistry of our world around us is discussed and explored by two children. (F)

OVERLOADING THE SENSES (B): Children overload their senses. (VTR)

SOUNDS (E): The world of sounds is discovered and demonstrated at the Exploratorium. (F)

MIMO'S SENSES (B): Mimo pantomimes using all his senses.

AIS (E): Graphic symbols and animated action reinforce the Communication theme.

STANDARD CLOSING: Villa Alegre Fireworks!

CULTURAL NOTES:

Bats

The bat, which is the only known mammal able to fly, can see in both dim light and darkness, but the bat's ability to fly safely in the dark is based on sound, not sight. Bats emit supersonic sounds through their noses and mouths and receive reflections of these sounds as echoes. This capability is called echolocation, the same principle as sonar.

* Encyclopedia Americana, Volume 3, Americana Corporation, New York, 1975.

LANGUAGE:

Las personas tienen cinco sentidos. . . . . People have five senses.
(Lahs pehr-soh'-nahs tee-eh'-nehn seen'-koh sehn-tee'-dohs.)

Los sentidos son útiles. . . . . The senses are useful.
(Lohs sehn-tee'-dohs sohn oo'-tee-lehs.)

VOCABULARY AND EXPRESSIONS:

el gusto . . . . . taste
(ehl goos'-toh)

el oído . . . . . hearing
(ehl oh-ee'-doh)

el olfato . . . . . smell
(ehl ohl-fah'-toh)

el sentido común . . . . . common sense
(ehl sehn-tee'-doh koh-moon')

el tacto . . . . . touch
(ehl tahk'-toh)

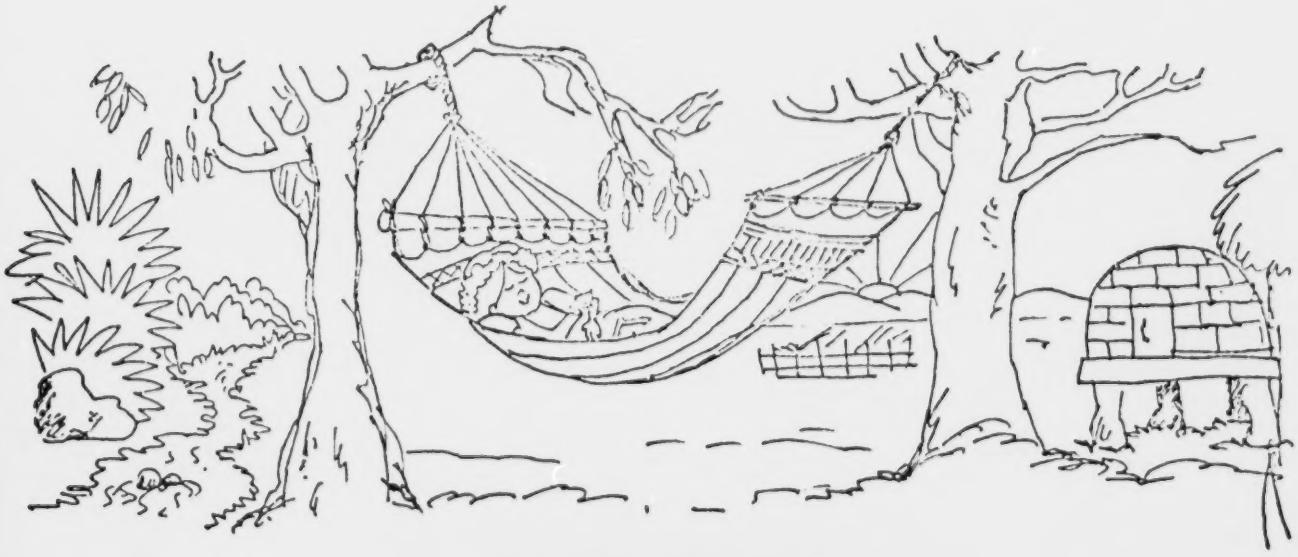
la vista . . . . . sight
(lah bees'-tah)

SUGGESTED GAMES AND ACTIVITIES:

BEING AWARE

YOU NEED: An awareness of things around you.

HOW TO DO IT: Your five senses (seeing, feeling, tasting, hearing, and smelling) can help you see or discover many things you've never noticed before. Go outside and sit on the grass or ground. Close your eyes for a few minutes and listen to all the sounds around you. Can you guess what they are? Can you smell the things around you? Now, touch different things that are nearby (rock, flower, grass, water, etc.). Had you ever before noticed how they feel? Now look at all the things around you. Look at the trees, look at the sky. Can you see something you'd never noticed before? Now, go back inside and taste different foods, such as a sour lemon, a piece of sweet candy, a salty potato chip. Can you taste the difference? Isn't it great to be aware of things around you?



BEST COPY AVAILABLE

COMMUNICATION
"MENSAJES ESPECIALES" – C-19

MESSAGE:

Some messages are special because of their information or the way they are sent. When we can't speak or write our message, we can use signals such as lights, sounds, and colors. Some special messages are in code, and others can help us in emergencies. Do you know what "S.O.S." and "Mayday" mean?

WHAT YOU'LL BE SEEING:

STANDARD OPENING: Villa Alegre Fireworks!

COMMUNICATION SLATE (E): (VTR)

AIS (E): Graphic symbols and animated action introduce the Communication theme.

MENSAJES ESPECIALES (B): Child learns that thunder is a special message. (VTR)

SIGNALS (B): Precolombo convinces Robot that primitive methods of sending signals are still functional when modern technology fails. (A)

SEND SPECIAL MESSAGES (E): Two children discuss the different ways of sending special messages. (VTR)

TE QUIERO (S): A boy gives a girl a heart with a ribbon around it. (A)

SEND SPECIAL MESSAGES (S): Two children discuss the different ways of sending special messages. (VTR)

THE EARS (E): The function of the ear described from the moment the ear picks up sound until it arrives at the brain as a message. (A)

TREASURE MAP (B): Two children find a bottle that has a special message inside. (VTR)

SOUNDS (S): The world of sounds is discovered and demonstrated at the Exploratorium. (F)

TORTILLA MEMORY (B): Doña Luz reminisces about the good smells from her grandmother's kitchen. (VTR)

BROTHER'S PICTURE (B): The Alter Ego and the little girl reflect on the value of memories of her dead brother. (A)

BASEBALL SIGNALS (B): A look at the importance of using special messages in playing baseball. (VTR)

FROM THE EARTH (B): A perky mole takes two children on a fantasy underground tour to show them how some minerals and metals are mined. (A)

SURPRISE PARTY (B): Special messages are used in preparation of a surprise party. (VTR)

CUIDADO (S): Boy walks into a busy street and is pulled back by a girl. (A)

CHILDREN'S POETRY (B): Two children write a poem about special messages. (VTR)

AIS (S): Graphic symbols and animated action reinforce the Communication theme.

STANDARD CLOSING: Villa Alegre Fireworks!

CULTURAL NOTES:

Using Signals*

Man has never been limited to his voice in communicating. Instinctively, we use body language to reveal feelings, attitudes, and even health. In addition to writing, we have used bells, gongs, sirens, whistles, horns, flags, lights, flares, smoke, pigeons, sign language, and touch (Braille) to send and receive messages. With modern technology, we can communicate almost instantaneously anywhere on earth, and to and from satelites in space.

* Coggins, Jack, Flashes and Flags, Dodd, Mead & Company, New York, 1963.

LANGUAGE:

Puedes enviar mensajes con espejos. . . . . You can send messages with mirrors.
(Poo-eh'-dehs ehn-bee-ahr' mehn-sah'-hehs kohn ehs-peh'-hohs.)

Puedes enviar mensajes con tambores. . . . . You can send messages with drums.
(Poo-eh'-dehs ehn-bee-ahr' mehn-sah'-hehs kohn tahm-boh'-rehs.)

VOCABULARY AND EXPRESSIONS:

el telegrama . . . . . telegram
(ehl teh-leh-grah'-mah)

¡Feliz Cumpleaños! . . . . . Happy Birthday!
(¡Feh-lees' koom-ple-ahn'-yohs!)

la pelota curva . . . . . curve-ball
(lah peh-loh'-tah koor'-bah)

la pelota rápida . . . . . fastball
(lah peh-loh'-tah rah'-pee-dah)

las señales de béisbol . . . . . baseball signals
(lahs sehn-yah'-lehs deh beh'-ees-bohl)

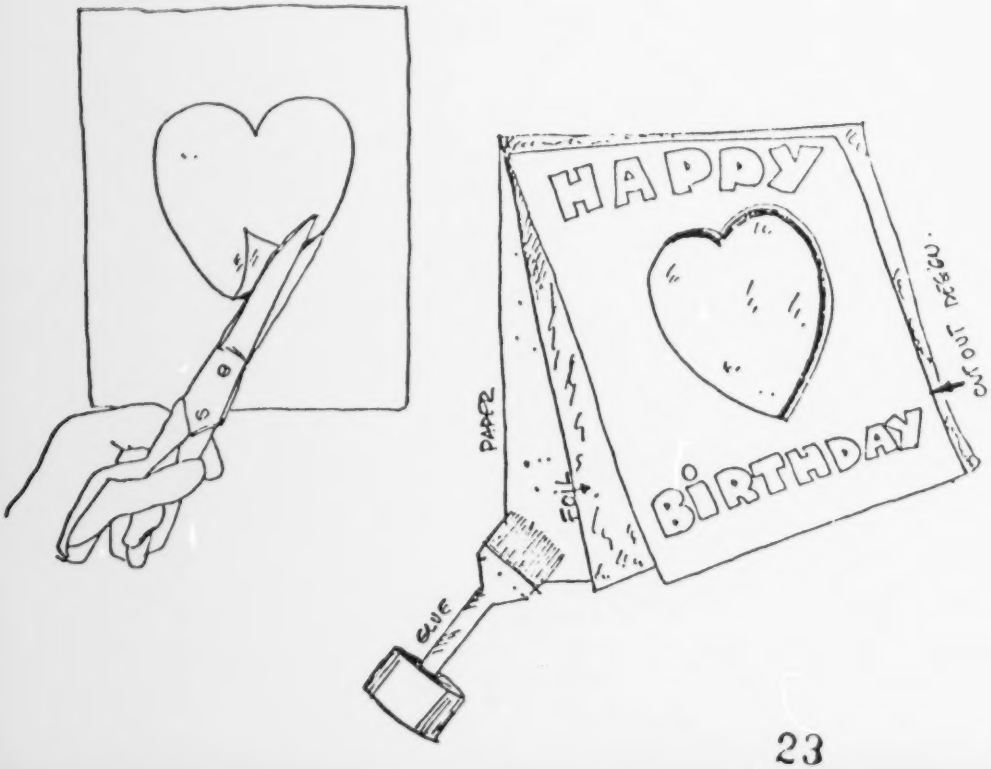
las señales de humo . . . . . smoke signals
(lahs sehn-yah'-lehs deh oo'-moh)

SUGGESTED GAMES AND ACTIVITIES:

SPECIAL GREETING CARDS

YOU NEED: Two pieces of construction paper (one must be a little bit smaller than the other), a piece of foil, scissors, glue.

HOW TO DO IT: Using the smaller piece of construction paper, cut out any design you'd like, such as a tree, a flower, a heart, a person, or an animal. After you've cut out your design, write in any greeting you have in mind (Happy Birthday, Be My Valentine, etc.). Glue the foil to the larger piece of construction paper and then glue the smaller card on top of the foil. To finish your special card, you can draw in more designs if you wish.



COMMUNICATION
"SAY IT WITH MUSIC" – C-21

MESSAGE:

Music is all around us—the surge and break of the ocean surf or the trills of a mockingbird. Music can be as simple as a melody improvised upon a little wooden flute or melodic stories sung by mother to child, handed down from generation to generation. Music can be as complex and formal as written compositions in which the various tones, or notes, have a form or structure derived from organizing melodies, rhythms, harmonies and counterpoint. Music can be sung by a soloist or a chorus, with or without instrumental accompaniment, or can be played on a violin, guitar or harp (stringed instruments), a trumpet, oboe or flute (wind instruments) or a drum, piano or marimba (percussion instruments). Music affects our imaginations and emotions, making us feel excited, happy or sad.

WHAT YOU'LL BE SEEING:

STANDARD OPENING: Villa Alegre Fireworks!
COMMUNICATION SLATE (E): (VTR)
AIS (E): Graphic symbols and animated action introduce the Communication theme.
MUSICA EN TODAS PARTES (B): Children learn that there is music everywhere. (VTR)
THE EAR (E): The function of the ear described from the moment the ear picks up sound until it arrives at the brain as a message. (A)
LA GUITARRA PERDIDA (B): Rafael sings the Ballad of the Lost Guitar. (VTR)
A SONG IS BORN (B): A young boy goes through the process of composing and recording music. (F)
THE PIANO (B): Child doesn't want to practice the piano, but learns that without music there would be no singing or dancing. (VTR)
MUSIC SOUNDS (E): Mimo demonstrates the basics of music to a group of children at the Exploratorium. (F)
NATURE'S MUSIC (E): Scarecrow shows Crow that nature makes her own music. (VTR)
I LIKE TO PLAY (E): Children and Rabbit tell what musical instruments they like to play. (VTR)
NUMBER 10 (S): Montage of ten's dissolve into ten candles. (A)
I LIKE TO PLAY (S): Children and Rabbit tell what musical instruments they like to play. (VTR)
MIMO CONDUCTS (NV): Mimo encounters several problems in conducting an orchestra. (VTR)
OPERA (B): Elena, Capitán, and children sing the story about the prince who was turned into a frog. (VTR)
ELENA'S MAIL REQUEST (E): Elena invites children to write in their comments about Villa Alegre. (VTR)
AIS (S): Graphic symbols and animated action reinforce the Communication theme.
STANDARD CLOSING: Villa Alegre Fireworks!

CULTURAL NOTES:

Opera*

Operas are complex musical structures of songs and recitations based on a dramatic story. To heighten the drama, the characters of the story sing solos, duets, trios, or quartets, sometimes with a chorus and orchestral background. Before the production begins, the orchestra usually sets the emotional stage with a prelude.

Chinese opera has flourished from the Sung dynasty (960-1279 A.D.) until the present, with hundreds of variations playing an important part in the cultural history of China. The first public operas in Europe were produced in Venice in 1637. During the 18th Century until the end of the 19th Century, the opéra comique evolved in France from the comedies de vaudeville and Italian commedia dell'arte. In the meantime, the foundations of Germanic opera had been laid in northern Europe, culminating in the powerful dramas of Wagner. Russian influences were felt for the first time, while the Italian opera houses were producing the many operas of Verdi and Puccini, bringing a new style of dramatic realism into popularity.

The 20th Century has produced enrichments of opera house repertoires with the works of Stravinsky, Britten, and Menotti, indicating that opera is still a strong and popular art form.

* Encyclopedia Britannica, Volume VII, Encyclopedia Britannica, Inc., Chicago, Illinois, 1975.

LANGUAGE:

Me gusta tocar la guitarra. . . . . .I like to play the guitar.
(Meh goos'-tah toh-kahr' lah gee-tah'-rah.)

Me gusta tocar el violín. . . . . .I like to play the guitar.
(Meh goos'-tah toh-kahr' ehl bee-oh-leen'.)

VOCABULARY AND EXPRESSIONS:

la balada . . . . . ballad
(lah bah-lah'-dah)

la canción . . . . . song
(lah kahn-see-ohn')

la flauta . . . . . flute
(lah flah-oo'-tah)

la melodía . . . . . melody
(lah meh-loh-dee'-ah)

la música . . . . . music
(lah moo'-see-kah)

la ópera . . . . . opera
(lah oh'-peh-rah)

SUGGESTED GAMES AND ACTIVITIES:

SING A SONG

YOU NEED: Good memory for songs.

HOW TO DO IT: Two or more children can play this game. One child starts by singing a few lines of a song. Second child sings another song. Next child sings a different song. This keeps up until a child cannot think of another song, in which case that child is "Out!" and game continues until only one child is left . . . the winner.

MUSICAL INSTRUMENTS

YOU NEED: Bottle tops, stick or a broom handle, drinking glasses, water, wooden spoon, empty coffee can with lid, contact paper, scissors.

HOW TO DO IT: You can easily make a tambourine by nailing bottle tops in two's and three's loosely to the end of a square stick or broom handle. Simple glasses can make beautiful music—take several drinking glasses, and line them up. Fill the first glass with water, put a little less water in the second glass, a little less in the third glass, etc., leaving the last glass empty. Now tap the glasses with a wooden spoon and you get different notes from each. You can also make your own drums by putting a plastic lid on an empty coffee can (to decorate it, wrap can in self-adhesive paper) and bang it with a wooden spoon. You now can make great music with your three-piece band.

COMMUNICATION
"ART TALKS" – C-22

MESSAGE:

We are artists by nature. In art, we express our feelings, hopes, fears, and desires in ways that other forms of communication cannot match. We can express ourselves in paintings, sculpture, dance, music, drama, and literature. Just as no two persons are exactly the same, neither do we respond to art in exactly the same way. Did you know that you can be an artist?

WHAT YOU'LL BE SEEING:

STANDARD OPENING: Villa Alegre Fireworks!

COMMUNICATION SLATE (E): (VTR)

AIS (E): Graphic symbols and animated action introduce the Communication theme.

EL ARTE HABLA (B): Children tell squirrel what art is. (VTR)

VISUAL ARTS (S): The artistry of our world around us is discussed and explored by two children. (F)

FOR THE ART OF (E): Children demonstrate tools used in some forms of art. (VTR)

SUN PEOPLE (B): Sr. Cuco explains how some ancient people worshipped the sun. (A)

FOR THE ART OF (S): Children demonstrate tools used in some forms of art. (VTR)

RENAISSANCE FAIRE (S): Excitement and pleasures to be discovered when going to the Renaissance Faire. (F)

DIEGO RIVERA (B): Children meet Diego Rivera and learn what a fresco is. (VTR)

MAKING UP FACES (B): A clown is shown putting on makeup. (F)

THE SCULPTOR (B): In judging an art contest, Elena, Vendedor and Rafael award a blue ribbon to a block of marble. (VTR)

COMPUTER NUMBER 2 (S): Two animated cubes appear in varying arrangements along with the number "2". (A)

FOLK BALLET (B): Children learn that creating a ballet takes the work of many artists. (VTR)

AIS (S): Graphic symbols and animated action reinforce the Communication theme.

STANDARD CLOSING: Villa Alegre Fireworks!

CULTURAL NOTES:

Prehistoric Drawings*

Over twenty thousand years ago, cavemen of the Stone Age created pictures on the walls of their caves. They drew life-size pictures of stags, wild horses, and wild cattle. These cave paintings still remain in Altamira, Spain, and Dordogne, France. The pictures were part of a kind of magic hunting ritual. From scenes depicting spears being thrown at animals and animals being killed, cavemen hoped they would be less afraid in hunting and would have successful hunts. The enduring art of the cavemen proves that "art talks" to all men at all times.

* Encyclopedia Americana, Americana Corporation, New York, 1974.

LANGUAGE:

Esta batuta es para la música. . . . . This baton is for the art of music.
(Ehs'-tah bah-too'-tah ehs pah'-rah la moo'-see-kah.)

Este pincel es para pintar. . . . . .This brush is for painting.
(Ehs'-teh peen-sehl' ehs pah'-rah peen-tahr'.)

VOCABULARY AND EXPRESSIONS:

el cincel . . . . . chisel
(ehl seen-sehl')

el dibujo . . . . . drawing
(ehl dee-boo'-hoh)

el letrero . . . . . sign
(ehl leh-treh'-roh)

el muralista . . . . . muralist
(ehl moo-rah-lees'-tah)

la escultura . . . . . sculpture
(lah ehs-kool-too'-rah)

la exposición de arte . . . . . art show
(lah ehgs-poh-see-see-ohn' deh ahr'-teh)

SUGGESTED GAMES AND ACTIVITIES:

WHAT DO YOU SEE?

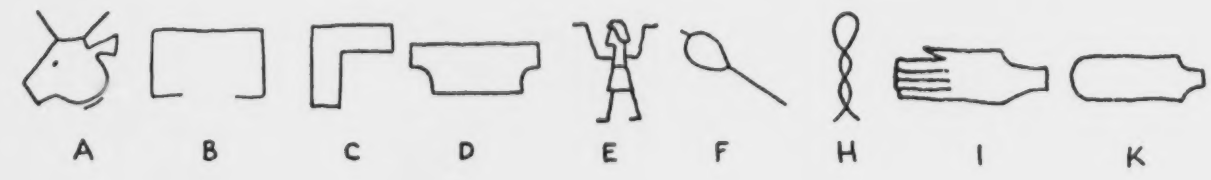
YOU NEED: Drawing paper, crayons.

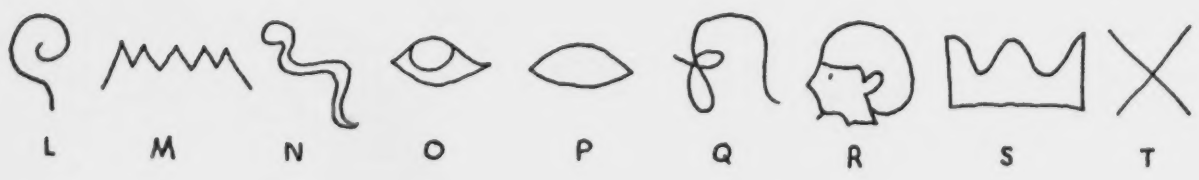
HOW TO DO IT: Have the children draw the wildest things that come into their imaginations and have them title their drawings (the titles should go on the back of the drawings so that the other children cannot see them). Now have each child take turns holding his pictures up and have the other children try to figure out what the drawing is. Do they all "see" the same things or do they "see" different things?

TALKING WITH PICTURES

YOU NEED: Paper and a pencil.

HOW TO DO IT: The alphabet of the ancient Egyptians was made up of pictures, as shown below. As you can see, they did not use the letters G, J, U, V, W, X, Y, and Z. Why not write a note to a friend using both the Egyptian alphabet and our own alphabet? You might even want to make up your own pictures for the missing alphabet (a flower, a house, a tree, etc.).





COMMUNICATION
"EARS, EARS, EARS" – C-23

MESSAGE:

A stone thrown into water creates ripples or waves. In a similar way our voices create sound waves which are received by our ears. People and animals use their hearing to receive messages and to know what is happening around them. Although we can hear, sometimes we hear only what we want to hear. How can we help other people understand us?

WHAT YOU'LL BE SEEING:

STANDARD OPENING: Villa Alegre Fireworks!

COMMUNICATION SLATE (E): (VTR)

AIS (S): Graphic symbols and animated action introduce the Communication theme.

LOS SONIDOS (B): Child learns that in recording vocals he must wear earphones and can hear no other sounds. (VTR)

SOUNDS (E): The world of sounds is discovered and demonstrated at the Exploratorium. (F)

NOISE POLLUTION (B): Sounds of dump trucks, hammers, yelling, etc., have given Doña Luz a headache. (VTR)

BEING ALONE (S): A child muses on how nice it is to be alone sometimes. (F)

I HEAR (S): Two children demonstrate some of the things we hear with our ears. (VTR)

THE FIVE SENSES (B): Precolombo demonstrates how valuable the five senses are to man's survival and enjoyment. (A)

I HEAR (E): Two children demonstrate some of the things we hear with our ears. (VTR)

NUMBER 5 (S): Montage of five's dissolves into five candles. (A)

FOOTSTEPS (B): Child learns to use his senses to tell him who's approaching. (VTR)

THE EAR (S): The function of the ear described from the moment the ear picks up sound until it arrives at the brain as a message. (A)

EAR TOUR (B): Dr. Tina demonstrates how the ear works. (VTR)

MUSIC SOUND (S): Mimo demonstrates the basics of music to a group of children at the Exploratorium. (F)

NUMBER 5 (E): Montage of five's dissolves into five candles. (A)

ECHOES (B): While exploring a cave, a child learns about echoes. (VTR)

AIS (E): Graphic symbols and animated action reinforce the Communication theme.

STANDARD CLOSING: Villa Alegre Fireworks!

CULTURAL NOTES:

Hearing

Hearing, technically known as audition, depends upon 1) the ear, which responds to sounds in the air surrounding it, 2) the auditory nerve, which is stimulated by the action of the ear, and 3) certain parts of the brain in which impulses transmitted via the auditory nerve produce awareness of the original sound stimulus. The ability to hear is found far down the animal scale, even among insects. The various species are sensitive to various ranges of frequencies, the number of vibrations a sound source makes per second. Dogs, for example, hear the high frequency sounds of manufactured whistles that are inaudible to man.

LANGUAGE:

Con mis oídos oigo voces. . . . . I hear voices with my ears.
(Kohn mees oh-ee'-dohs oh'-ee-goh boh'-sehs.)

Con mis oídos oigo ruidos. . . . . I hear noises with my ears.
(Kohn mees oh-ee'-dohs oh'-ee-goh roo-ee'-dohs.)

VOCABULARY AND EXPRESSIONS:

el canal auditivo . . . . . auditory canal
(ehl kah-nahl' ah-oo-dee-tee'-boh)

el caracol . . . . . cochlea
(ehl kah-rah-kohl')

el cerebro . . . . . brain
(ehl seh-reh'-broh)

el estribo . . . . . stirrup
(ehl ehs-tree'-boh)

el martillo . . . . . hammer
(ehl mahr-tee'-yoh)

el tímpano . . . . . eardrum
(ehl teem'-pah-noh)

el yunque . . . . . anvil
(ehl yoon'-keh)

los sonidos . . . . . sounds
(lohs soh-nee'-dohs)

SUGGESTED GAMES AND ACTIVITIES:

WHAT DO YOU HEAR?

YOU NEED: Many different sounds, blindfold, paper, pencil.

HOW TO DO IT: Ask all children to be very quiet as you blindfold one of them. Have the blindfolded child listen to all the sounds around him. As he mentions the different sounds, someone should write them down. Now take the blindfold off first child and put it on another child. Have him try to "hear" something the first child did not hear. All the children should be given a chance to "hear". Did they all hear the same things, or did some of them hear sounds not heard by others?

COMMUNICATION
"HOW DO YOU FIND OUT?" – C-24

MESSAGE:

No one knows the answer to everything, but we can find answers to our questions. We can ask other people. We can consult books such as dictionaries and encyclopedias, and we can learn from our own experience. Some of our greatest achievements began with asking simple questions. What would you like to know?

WHAT YOU'LL BE SEEING:

STANDARD OPENING: Villa Alegre Fireworks!

COMMUNICATION SLATE (E): (VTR)

AIS (E): Graphic symbols and animated action introduce the Communication theme.

PREGUNTAS AND RESPUESTAS (B): Child hits Rafael with a barrage of questions. (VTR)

ANIMATED ANSWERS (B): Sr. Cuco teaches the children that books are the source of answers to unanswered questions. (A)

THE HORSE'S MOUTH (B): Elena emphasizes the advantage of first-hand knowledge. (VTR)

THE FIVE SENSES (B): Precolombo demonstrates how valuable the five senses are to man's survival and enjoyment. (A)

THE FIRST ATLAS (B): Two lost children get some assistance from Atlas. (VTR)

FLOATING (S): Children wonder what floating means. (F)

SPECIAL INFORMATION (B): Children write to a toy manufacturer for help. (VTR)

TOUCH (E): Two girls explore the world of touch in the Exploratorium. (F)

COMPUTER NO. 8 (S): Eight animated cubes appear in varying arrangements along with the number "8".

DAYS OF OLD (B): A look at days of old. (VTR)

AIS (S): Graphic symbols and animated action reinforce the Communication theme.

STANDARD CLOSING: Villa Alegre Fireworks!

CULTURAL NOTES:

Maps*

The word "map" is derived from the Latin word "mappa", meaning napkin or cloth sheet. It is a flat representation of the earth showing where places are and how they may be reached. Maps are also useful because they help people understand the topography of the world. They can help us forecast and analyze weather conditions. Governments need maps for aid in settling boundary disputes, controlling floods and droughts, taking censuses, organizing franchises, and aiding law enforcement. Maps help regulate traffic on land, sea and air, and are essential in planning military operations. Field maps are extremely important in geology, meteorology, ecology, climatology, astronomy, oceanography, economics, the social sciences, and geography.

* Encyclopedia Americana, Volume 18, Americana Corp., New York, 1975.

LANGUAGE:

Aprendemos yendo a la biblioteca. . . . . .We learn by going to the library.
(Ah-prehn-deh'-mohs yehn'-doh ah lah bee-blee-oh-teh'-kah.)

Aprendemos leyendo el periódico. . . . . We learn by reading the newspaper.
(Ah-prehn-deh'-mos leh-yehn'-doh ehl peh-ree-oh'-dee-koh.)

VOCABULARY AND EXPRESSIONS:

el cartero . . . . . mailman
(ehl kahr-teh'-roh)

la carta . . . . . letter
(lah kahr'-tah)

la mitología . . . . . mythology
(lah mee-toh-loh-hee'-ah)

la radio . . . . . radio
(lah rah'-dee-oh)

la televisión . . . . . television
(lah teh-leh-bee-see-ohn')

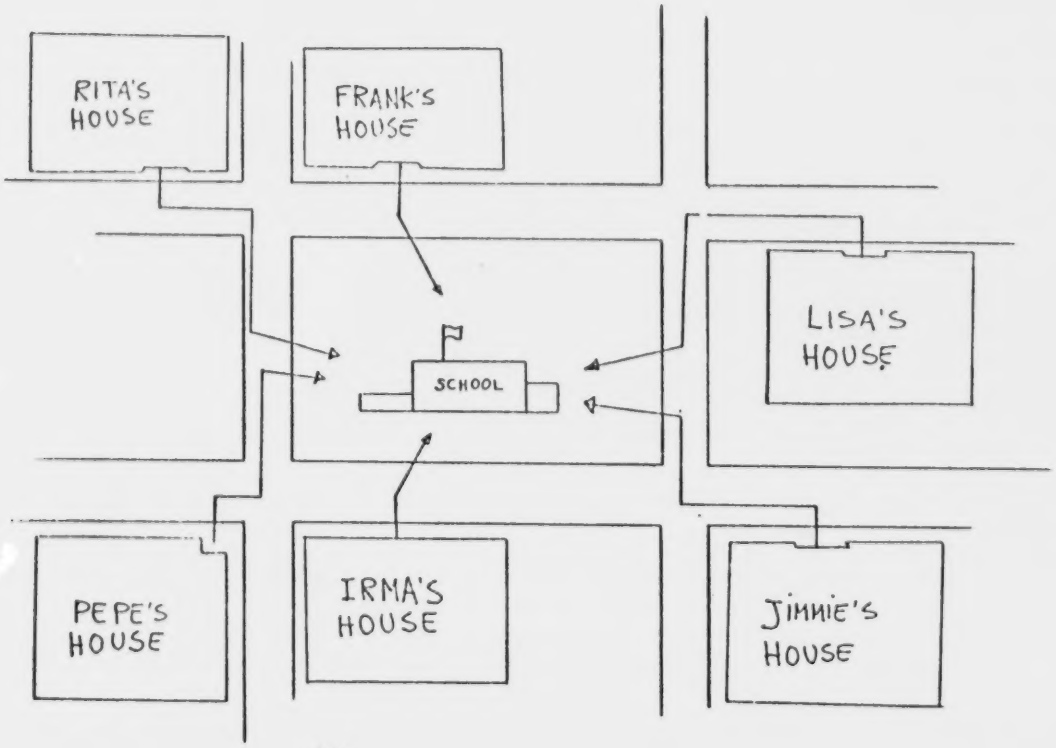
los museos . . . . . museums
(lohs moo-seh'-ohs)

SUGGESTED GAMES AND ACTIVITIES:

ROAD TO SCHOOL

YOU NEED: Map of your city or community, colored pencils.

HOW TO DO IT: Mark the location of your school on a map. Then have the children, using different colored pencils, trace their routes from home to school, just as they walk it each morning (or ride, if they go by car or bus). Now the children have learned that there are different roads which reach their school.



COMMUNICATION
"CUENTOS Y CUENTISTAS" – C-25

MESSAGE:

Man has always told and enjoyed stories, and children's stories have been part of that tradition. Some stories are a mixture of fantasy and reality, others a blend of folklore and imagination. Children's tales are ways for older people to talk to the young, and sometimes an attempt to explain the unexplainable. What is your favorite story?

WHAT YOU'LL BE SEEING:

STANDARD OPENING: Villa Alegre Fireworks!

COMMUNICATION SLATE (E): (VTR)

AIS (E): Graphic symbols and animated action introduce the Communication theme.

CUENTOS (B): Elena and Rafael sing a song about storytelling. (VTR)

OUR MISSION HERITAGE (B): A review of early mission sites and the growth and harvesting of foods. (F)

THE STORYBOOK (B): Children learn about all the stories contained in books. (VTR)

FALLING STAR (B): An adult comet takes a child comet on a tour through an educational galaxy. (A)

THE ROOSTER (B): Mimo tells a story from colonial Mexico. (VTR)

THE EAR (S): The function of the ear described from the moment the ear picks up sound until it arrives at the brain as a message. (A)

EL TROVADOR (B): Rafael sings about troubadors and storytellers. (VTR)

COMPUTER NUMBER 9 (S): Nine animated cubes appear in varying arrangements along with the number "9". (A)

CINDERELLA A LA VILLA ALEGRE (B): The old story receives the Villa Alegre treatment. (VTR)

AIS (S): Graphic symbols and animated action reinforce the Communication theme.

STANDARD CLOSING: Villa Alegre Fireworks!

CULTURAL NOTES:

Books for Children*

For thousands of years children and adults alike were content to listen to stories. With the advent of written language and the subsequent development of printing, however, children readily discovered the delights of stories such as "Aesop's Fables" which were published for adults. Probably American children enjoyed slightly less the horn books used in the 17th and 18th centuries. These were not actual books but were wooden paddles on which parchment was pasted and then covered with pieces of transparent horn for protection. When John Pesrault began publishing his stories in France in 1697, a major breakthrough in children's books occurred. The stories—"Little Red Riding Hood", "Cinderella", "Sleeping Beauty"—are still favorites.

*Encyclopedia Americana, Americana Corp., New York, 1975.

LANGUAGE:

Leo cuentos de aventuras. . . . . I read adventure stories.
(Leh'-oh koo-ehn'-tohs deh ah-behn-too'-rahs.)

Leo cuentos de la naturaleza. . . . . I read nature stories.
(Leh'-oh koo-ehn'-tohs deh lah nah-too-rah-leh'-sah.)

VOCABULARY AND EXPRESSIONS:

Cenicienta . . . . . .Cinderella
(Seh-nee-see-ehn'-tah)

el cuentista . . . . . storyteller
(ehl koo-ehn-tees'-tah)

el hada madrina . . . . . fairy godmother
(ehl ah'-dah mah-dree'-nah)

el trovador . . . . . troubadour
(ehl troh-bah-dohr')

la madrastra . . . . . stepmother
(lah mah-drahs'-trah)

los cuentos . . . . . stories
(lohs koo-ehn'-tohs)

SUGGESTED GAMES AND ACTIVITIES:

WHAT A STORY!

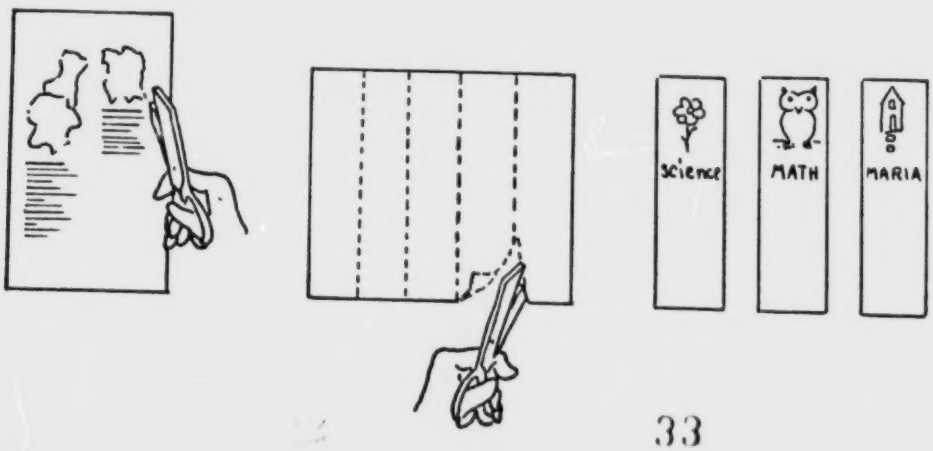
YOU NEED: Imagination.

HOW TO DO IT: Children should pick a subject that they would like to make up a story about. Have the first child start the story. Then have a second child take it up, and after another couple of minutes a third child takes it up. Continue, with all the children taking part until, finally, it's the last child's turn, and he must finish the story. The story will usually turn out pretty funny, as everyone's imagination has been put to use.

BOOKMARKERS

YOU NEED: Several sheets of different colors of construction paper, old magazines, scissors, glue, felt-tipped pens.

HOW TO DO IT: Cut pictures from old magazine. Now cut the construction paper into strips that are about 2" x 8" and glue onto the top of each strip of construction paper. Allow to dry. Now write the name of each of your subjects under the picture on each bookmarker and they are ready for use. You can even use people's names instead of subjects if you want to give them as gifts.



COMMUNICATION
"NATURE TALK" – C-26

MESSAGE:

All living things communicate. Man has developed more ways of sending and receiving information than animals, but many animals, notably the dolphin, communicate in complex ways which we do not completely understand. Like man, animals use their senses to communicate. Plants cannot communicate as animals do, but plants do react to touch, heat and other stimuli. Have you ever talked to a plant?

WHAT YOU'LL BE SEEING:

STANDARD OPENING: Villa Alegre Fireworks!
COMMUNICATION SLATE (E): (VTR)
AIS (E): Graphic symbols and animated action introduce the Communication theme.
NATURE TALKS (B): Child learns about nature's language. (VTR)
HACE FRIO (S): A snowman appears in a snowstorm. (A)
TALKING NATURE (S): Children talk about the language of nature. (VTR)
DECISIONS (B): Precolombo points out the advantages of the human element in making decisions. (A)
TALKING NATURE (E): Children talk about the language of nature. (VTR)
HACE VIENTO (S): A man's hat is blown away by the wind. (A)
WIND POLLINATION (S): Flowers and grasses get help from the wind to spread their seeds. (F)
ANT TALK (B): Elena explains how ants communicate with each other. (VTR)
FOOD CHAIN (B): Sr. Cuco shows Claudio the fascinating cycle that makes up the food chain. (A)
MY PET (B): Child learns how cats communicate their feelings (VTR)
TREE KANGAROO (E): A tree kangaroo tells us about himself. (F)
BIRD LANGUAGE (B): Scarecrow learns how birds communicate. (VTR)
NUMBER 10 (S): Montage of ten's dissolve into ten candles. (A)
HONEYBEES (E): We see the process of making honey, from gathering pollen to dripping honeycomb. (F)
ESTA LLOVIENDO (S): A cloud rains on a man. (A)
ANIMALS HAVE FEELINGS, TOO (B): Doña Luz tells the story of Androcles and the Lion. (VTR)
AIS (S): Graphic symbols and animated action reinforce the Communication theme.
STANDARD CLOSING: Villa Alegre Fireworks!

CULTURAL NOTES:

The Peacock*

The "peacock", the male of the largest species of pheasant, is famous for its beautiful feathers and is native to India and Ceylon. The female is called a "peahen", and the male and female together are called "peafowl".

Since ancient times, peafowl have been famous for ornamental use. In Roman and Greek mythology, they were the favorite birds of the goddess Hera. The green peacock has been represented in Japanese and Chinese art since ancient times, and is considered sacred.

A peacock communicates or courts the peahen by strutting—raising and spreading his tail feathers. At the end of the display, the tail feathers vibrate, causing a rustling sound. In captivity (such as zoos), peacocks often display their feathers, seemingly to show them off (the saying "proud as a peacock" may be attributed to this).

* Collier's Encyclopedia, Volume 18, Crowell-Collier Education Corp., New York, 1968.

LANGUAGE:

La naturaleza habla con el cantar de los pájaros. . . . . Nature talks with the songs of birds.
(Lah nah-too-rah-leh'-sah ah'-blah kohn ehl kahn-tahr' deh lohs pah'-hah-rohs.)

La naturaleza habla con la lluvia. . . . . Nature talks with rain.
(Lah nah-too-rah-leh'-sah ah'-blah kohn lah yoo'-bee-ah.)

VOCABULARY AND EXPRESSIONS:

el viento . . . . . .wind
(ehl bee-ehn'-toh)

los capullos . . . . . .buds
(lohs kah-poo'-yohs)

gruñir . . . . . .to growl
(groon-yeer')

la comunicación . . . . . communication
(lah koh-moo-nee-kah-see-ohn')

lamer . . . . . .to lick
(lah-mehr')

los ruidos . . . . . noises
(lohs roo-ee'-dohs)

SUGGESTED GAMES AND ACTIVITIES:

AIR, WATER, FIRE

YOU NEED: Small ball.

HOW TO DO IT: One child stands as the others form a circle around him. Child in center throws the ball at one of the children and says "Air!", "Water!", "Fire!", and counts to ten. Child who catches the ball must name an animal who lives in either air or water (or stays silent if fire was called). If he can't name an animal before the count of ten, he's out; otherwise, he is the new thrower.

COMMUNICATION
"THE VISITORS" – C-27

MESSAGE:

The world of the future is difficult for us to imagine. But what were fantasies yesterday are realities today, and so it will probably be in the future. From dome-enclosed cities with pollution-free, thermostat-controlled environments to the absence of disease and prolonged life, the future holds great challenges and extreme fascination. Will we be able to control time? Will we travel in the dimensions of past, present, and future? What message would a visitor from the future have for us today?

WHAT YOU'LL BE SEEING:

STANDARD OPENING: Villa Alegre Fireworks!

COMMUNICATION SLATE (E): (VTR)

AIS (S): Graphic symbols and animated action introduce the Communication theme.

TIENDITA (B): Future children learn about newspapers. (VTR)

LOST WALLET (B): Future children learn about lost and found columns in newspapers. (VTR)

BALLET (B): Future children learn about art section of the newspaper. (VTR)

NEWSBOY (B): Rafael and children sing of the importance of newspapers. (VTR)

FOUND DOG (B): Dog is found and future children learn about sports. (VTR)

MARIO (B): Mario talks about the future of newspapers. (VTR)

LET'S GO BACK (E): Future children decide to visit VILLA ALEGRE. (VTR)

CHANGE CLOTHES (B): Future children change clothes to go fishing. (VTR)

GONE FISHING (B): While fishing, children admire Capitán's scrapbook. (VTR)

MISSION POSSIBLE (E): Future children decide to return and start a newspaper in their own time. (VTR)

AIS (E): Graphic symbols and animated action reinforce the Communication theme.

STANDARD CLOSING: Villa Alegre Fireworks!

CULTURAL NOTES:

UFO's *

UFO's, or "Unidentified Flying Objects", have been observed and reported by people for thousands of years. The Book of Ezekiel in the Old Testament recites a story of a UFO landing. In modern times, people have photographed strange objects in the sky. Some of the objects have been dish-shaped (hence, flying saucers) while others have been shaped like balls, doughnuts, and cigars. Regardless of what has been seen and reported, some people flatly reject the existence of flying saucers and dismiss the reports with various explanations. Other people, including some scientists, believe that UFO's are visitors from other worlds.

* Branley, Franklyn M., A book of Flying Saucers for You, Thomas Y. Crowell Company, New York, 1973.

LANGUAGE:

El periódico trae historias de interés humano. . . . . The newspaper tells human interest stories.
(Ehl peh-ree-oh'-dee-koh trah'-eh ees-toh'-ree-ahs deh een-teh-rehs' oo-mah'-noh.)

El periódico trae información. . . . . The newspaper brings information.
(Ehl peh-ree-oh'-dee-koh trah'-eh een-fohr-mah-see-ohn'.)

VOCABULARY AND EXPRESSIONS:

el mercado de las pulgas . . . . . flea market
(ehl mehr-kah'-doh deh lahs pool'-gahs)

el molino . . . . . windmill
(ehl moh-lee'-noh)

el primo . . . . . cousin
(ehl pree'-moh)

la bailarina de ballet . . . . . .ballerina
(lah bah-ee-lah-ree'-nah deh bah-leh')

la entrevista . . . . . interview
(lah ehn-treh-bees'-tah)

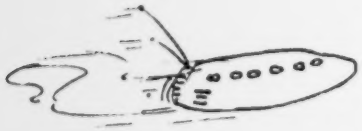
la sobrina . . . . . .niece
(lah soh-bree'-nah)

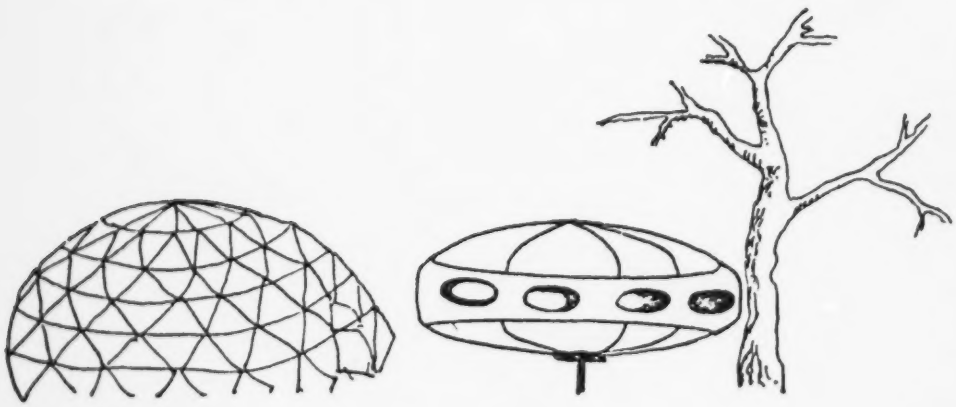
SUGGESTED GAMES AND ACTIVITIES:

EL FUTURO

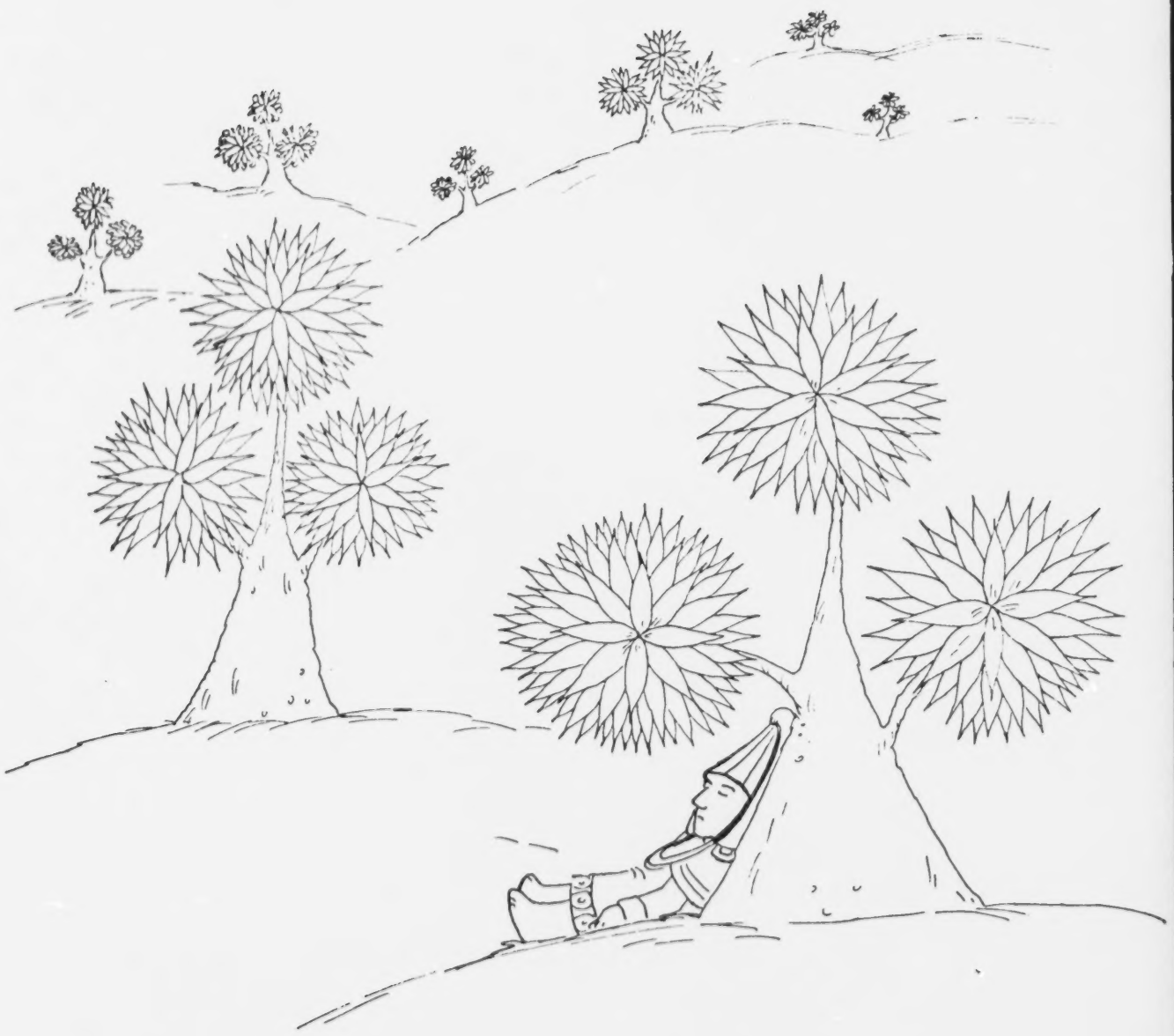
YOU NEED: Drawing paper, felt-tip pens or crayons.

HOW TO DO IT: Can you imagine what the earth will be like in the year 2000? What kind of clothes will people wear? What will the houses be like? Will there be plants and trees like we have today? What kind of sports will they play? What about transportation? Draw pictures of what you think these things will be like.

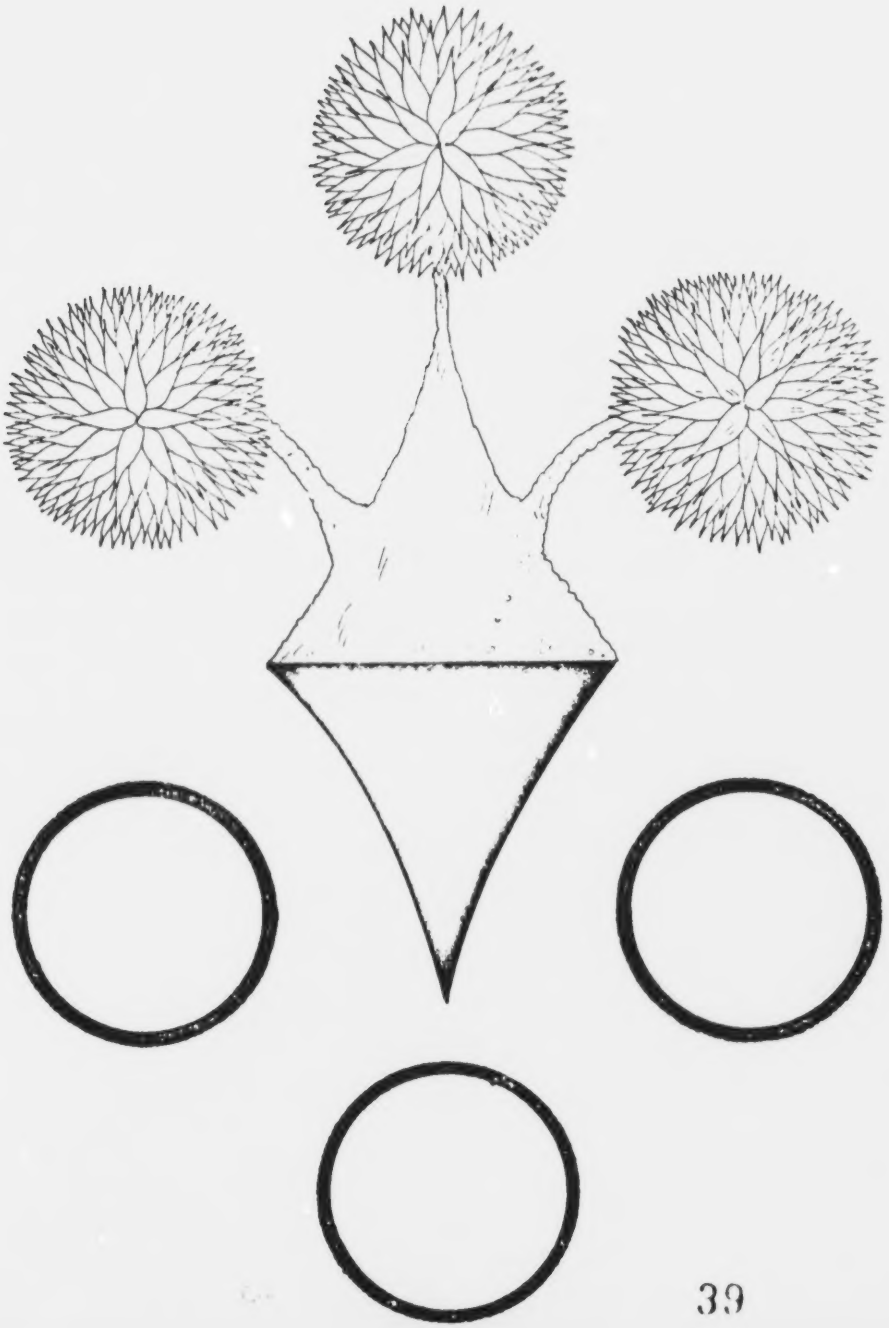




FOOD AND



NUTRITION



FOOD AND NUTRITION
"A DAY AT THE FARM" – FN-13

MESSAGE:

Farming is critically important to every society in the world. The modern farmer uses the latest techniques of science and technology to produce healthful food in great abundance. There are as many types of farms as there are foodstuffs in supermarkets. There are even sea farms and freshwater farms for harvesting fish and vegetables. Have you ever been on a farm?

WHAT YOU'LL BE SEEING:

STANDARD OPENING: Villa Alegre Fireworks!

FOOD AND NUTRITION SLATE (E): (VTR)

AIS (E): Graphic symbols and animated action introduce the Food and Nutrition theme.

A DAY AT THE FARM (B): Rafael and Elena sing about the fun on a farm. (VTR)

COMIDA AMERICANA (B): Precolombo explains all the various foods that the Indians planted and harvested. (A)

INVASION (B): Toucan and Crow complain about children taking over the farm. (VTR)

A DAY ON THE FARM (B): The responsibilities and duties of two youngsters living on a farm. (F)

THE FARM IS A WONDERFUL PLACE (B): Children discover the wonderful world of the farm. (VTR)

WIND POLLINATION (S): Flowers and grasses get help from the wind to spread their seeds. (F)

AT THE FARM (E): Children talk about farm products. (VTR)

COMPUTER NUMBERS 1-20 (S): The numbers 1 to 20 appear in order, one at a time. (A)

AT THE FARM (S): Children talk about farm products. (VTR)

FOOD CHAIN (B): Sr. Cuco shows Claudio the fascinating cycle that makes up the food chain. (A)

DINNER ON THE FARM (B): Children learn about the natural foods produced on a farm. (VTR)

ELENA'S MAIL REQUEST (E): Elena invites children to mail in their comments about Villa Alegre. (VTR)

AIS (S): Graphic symbols and animated action reinforce the Food and Nutrition theme.

STANDARD CLOSING: Villa Alegre Fireworks!

CULTURAL NOTES:

Water Crises and Crops*

Water is crucial for plants and trees to grow. Sixty to eighty percent of the weight of most fruits and vegetables is water. On the average, plants need about 1,000 pounds of water to produce one pound of food. Corn, for example, uses more than five times its weight in water every day it grows. Water conservation and soil cultivation are necessary to combat the ravages of periodic droughts and insure a continuous production of foods.

* Howard, Robert West, The Real Book about Farms, F. Watts, New York, 1952.

LANGUAGE:

En la granja cultivan alimentos. . . . . At the farm they grow food.
(Ehn lah grahn'-hah kool-tee'-bahn ah-lee-mehn'-tohs.)

En la granja crían animales. . . . . At the farm they raise animals.
(Ehn lah grahn'-hah kree'-ahn ah-nee-mah'-lehs.)

VOCABULARY AND EXPRESSIONS:

cultivar . . . . . to grow
(kool-tee-bahr')

el granjero . . . . . .farmer
(ehl grahn-heh'-roh)

el jardín de hortalizas . . . . . table garden
(ehl hahr-deen' deh orh-tah-lee'-sahs)

la mantequilla . . . . . .butter
(lah mahn-teh-kee'-yah)

la mazorca de maíz . . . . . ear of corn
(lah mah-sohr'-kah deh mah-ees')

maduro . . . . . ripe
(mah-doo'-roh)

ordeñar . . . . . to milk
(ohr-dehn-yahr')

verde . . . . . green
(behr'-deh)

SUGGESTED GAMES AND ACTIVITIES:

SCARECROW

YOU NEED: Two sticks, string or rope, old pair of pants, shirt and hat, old rags, dried grass.

HOW TO DO IT: Most farms have a scarecrow to help protect the crops. To make a scarecrow for your garden, just take the two sticks and tie together as in Figure A. Push the longest end into the ground. Stuff the T-shirt with rags and put it over the top of the upright stick, then stuff the pants and shirt with the old rags and dress the scarecrow. Tie dried grass into the pants, legs, shirt sleeves, and neck. For a finishing touch, draw eyes and a mouth on the "face" and put an old hat on its head (Fig. B).

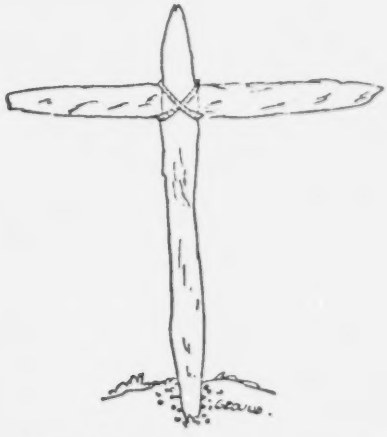


FIG. A

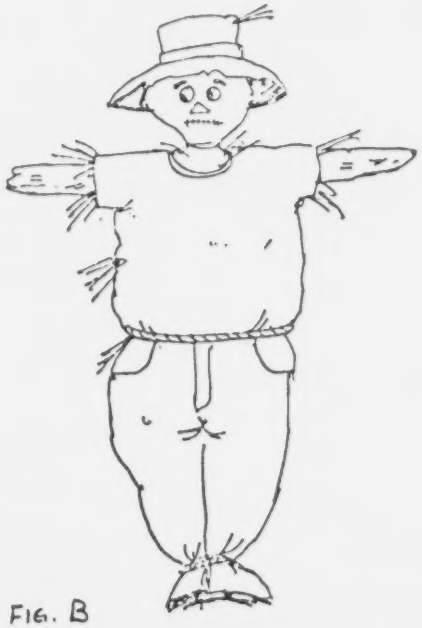


FIG. B

FOOD AND NUTRITION
"4 IS A MAGIC NUMBER" – FN-14

MESSAGE:

People's eating habits vary widely around the world. What people eat depends on many things such as the availability of foods, religious codes, and health concerns. Man is omnivorous. He can eat any or all of the four basic food groups–dairy, meat, vegetables/fruit, and bread/cereal. Some animals are herbivorous–they eat only plant life–while others are carnivorous–they eat only meat. Nutritionists suggest that we eat a balanced diet from the four basic food groups. Are you eating the right kinds of food?

WHAT YOU'LL BE SEEING:

STANDARD OPENING: Villa Alegre Fireworks!

FOOD AND NUTRITION SLATE (E): (VTR)

AIS (E): Graphic symbols and animated action introduce the Food and Nutrition theme.

LOS CUATRO ALIMENTOS (B): Child wants to skip lunch and go on to dessert. (VTR)

NUMBER 4 (S): Montage of four's dissolves into four candles. (A)

SUPER SUBMARINE (B): Elena and two children make a sandwich using the four basic food groups. (VTR)

FOOD FOR ALL (B): A trip to the zoo shows some children how important it is for all things to have food and to eat well. (F)

THE MAGIC FOUR (B): Two children meet the four basic foods. (VTR)

COMPUTER NUMBER 4 (S): Four animated cubes appear in varying arrangements along with the number "4". (A)

THE APPLE (B): Two children learn that not only are apples good to eat, but they help keep teeth clean, too. (VTR)

COMIDA AMERICANA (B): Precolombo explains all the various foods that the Indians planted and harvested. (A)

MIMO'S BREAKFAST (E): Mimo pantomimes preparing and eating breakfast. (VTR)

THE REAL THING (B): Gopher explains that taking vitamin pills is not the only way to take vitamins. (VTR)

AIS (S): Graphic symbols and animated action reinforce the Food and Nutrition theme.

STANDARD CLOSING: Villa Alegre Fireworks!

CULTURAL NOTES:

Food for Our Bodies

Our bodies need food to produce and replace cells as well as to provide us with energy. It is important that our bodies get carbohydrates, fats, proteins, minerals, and vitamins. Cereals, vegetables, potatoes, fruits, and honey provide us with carbohydrates. Fats can be obtained from foods such as meats, oil and milk. Meats, dried foods, cheese, milk, fish, and poultry are sources of protein. By eating enough green vegetables and liver, and by drinking milk, we can obtain the minerals we need. Vitamins are found in eggs, vegetables, milk, citrus fruits, juices and many other sources. Vitamin D is provided to us by the sun.

LANGUAGE:

La carne tiene proteína. . . . . There is protein in meat.
(Lah kahr'-neh tee-eh'-neh proh-teh-ee'-nah.)

El fríjol tiene proteína. . . . . There is protein in beans.
(Ehl free-hohl' tee-eh'-neh proh-teh-ee'-nah.)

VOCABULARY AND EXPRESSIONS:

carne, aves y pescado . . meat, poultry and fish
(kahr'-neh, ah'-behs ee pehs-kah'-doh)

la leche . . . . . milk
(lah leh'-cheh)

la manzana . . . . . apple
(lah mahn-sah'-nah)

legumbres y frutas . . . . vegetables and fruits
(leh-goom'-brehs ee froo'-tahs)

las grasas . . . . . fats
(lahs grah'-sahs)

las vitaminas . . . . . .vitamins
(lahs bee-tah-mee'-nahs)

los minerales . . . . . .minerals
(lohs mee-neh-rah'-lehs)

panes y cereales . . . . . .bread and cereals
(pah'-nehs ee seh-reh-ah'-lehs)

SUGGESTED GAMES AND ACTIVITIES:

GUESSING GAME

YOU NEED: Scarf for blindfold, simple lunch (maybe tuna fish, toast, milk, apple).

HOW TO DO IT: Have a child sit at the table. Tell him that to play this game he must be blindfolded and must guess what foods he's tasting. After blindfolding him, give him some of the tuna (peanut butter or egg salad is good too.) First have him smell it. Can he guess what it is? Give him a piece of toast or cracker. Does he know what it is? Does he know the difference between milk and fruit punch? Does he know what kind of dessert he's eating? This game is a good way to get children to taste foods that they do not ordinarily want to try.

FOOD AND NUTRITION
"PUTTING NUMBERS TOGETHER" – FN-15

MESSAGE:

A number is a symbol that means an amount of something. Like written words, numbers are used to communicate. Numbers describe things, such as weight, length, height, width, volume, speed, density, pressure, and money. People who specialize in the use of numbers are called mathematicians. Do you know which numbers are even and which are odd?

WHAT YOU'LL BE SEEING:

STANDARD OPENING: Villa Alegre Fireworks!
FOOD AND NUTRITION SLATE (E): (VTR)
AIS (S): Graphic symbols and animated action introduce the Food and Nutrition theme.
NUMBERS (B): Children learn that numbers are divided into even and odd. (VTR)
COMPUTER NUMBERS 1-20 (S): The numbers 1 to 20 appear in order, one at a time. (A)
CONTEST WINNERS (B): Contest winners arrive at VILLA ALEGRE. (VTR)
MEASURING TIME (B): Precolombo shows how practical and useful primitive methods of measuring time can be. (A)
I LIKE ME (B): Contest winners say why they like themselves. (VTR)
A DAY WITH LU CHING (B): A young girl helps mother at the flower shop. (F)
ON TOP OF OLD SMOKEY (B): Contest winners sing to the tune of "On Top of Old Smokey". (VTR)
MAGIC NINE (B): Elena explains to children how "9" is a magic number. (VTR)
NUMBER 9 (E): Montage of nine's dissolves into nine candles. (A)
SUN PEOPLE (B): Sr. Cuco explains how some ancient people worshipped the sun. (A)
CINCORINO (B): Elena teaches children the game of Cincorino. (VTR)
COMPUTER NUMBER 5 (S): Five animated cubes appear in varying arrangements along with the number "5". (A)
AIS (E): Graphic symbols and animated action reinforce the Food and Nutrition theme.
STANDARD CLOSING: Villa Alegre Fireworks!

CULTURAL NOTES:

Roman Numerals*

Romans developed their own numbering system which Roman legions took to conquered lands throughout their world. Infrequently used today, these systems used letters to represent amounts. These letters and their decimal equivalents are:

I	V	X	L	C	D	M
1	5	10	50	100	500	1,000

To put Roman numerals together, there are two rules. (1) To make a number larger, up to three letters of the same or less value are placed to the right of the first letter. (2) To make a number smaller, a letter which is immediately smaller is placed to the left of the first letter.

(1) VIII = 5 + 1 + 1 + 1 = 8
XX = 10 + 10 = 20
LVII = 50 + 5 + 1 + 1 = 57

(2) IV = 5 - 1 = 4
IX = 10 - 1 = 9
XL = 50 - 10 = 40

* Encyclopedia Americana, Americana Corporation, New York, 1974.

LANGUAGE:

El cinco es número impar. . . . . Five is an odd number.
(Ehl seen'-koh ehs noo'-meh-roh eem-pahr'.)

El cuatro es número par. . . . . Four is an even number.
(Ehl koo-ah'-troh ehs noo'-meh-roh pahr.)

VOCABULARY AND EXPRESSIONS:

el boleto . . . . . ticket
(ehl boh-leh'-toh)

el campeón . . . . . .champion
(ehl kahm-peh-ohn')

el número mágico . . . . . magic number
(ehl noo'-meh-roh mah'-hee-koh)

la superstición . . . . . .superstition
(lah soo-pehrs-tee-see-ohn')

los frijoles mágicos . . . . . .magic beans
(lohs free-hoh'-lehs mah'-hee-kohs)

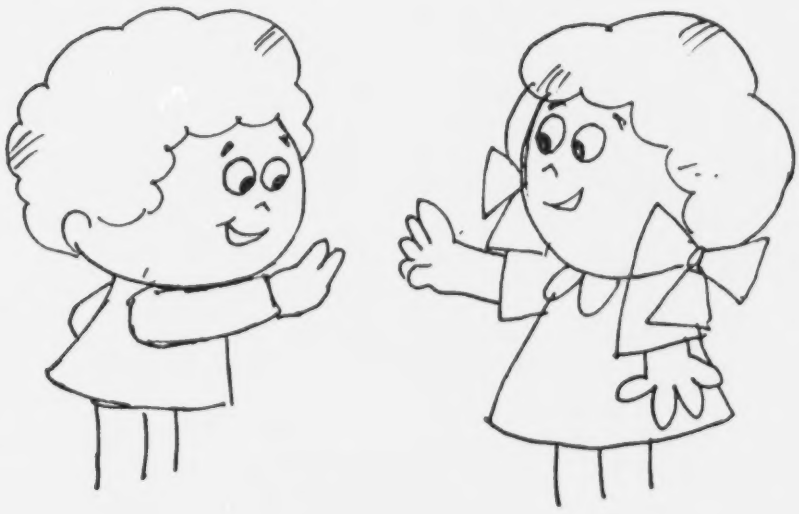
los ganadores . . . . . winners
(lohs gah-nah-doh'-rehs)

SUGGESTED GAMES AND ACTIVITIES:

CINCORINO

YOU NEED: Ability to count to five, two players.

HOW TO DO IT: Players agree beforehand whose turn to count it is. After this, both make a fist and both tap the fist three times on the open hand. After tapping three times, both open the hand at the same time and show a number of fingers. If the count in both their hands equals five, the counter scores a point. You only score when it is your turn to count, and the count equals five. You can play three games out of five or four games out of seven.



FOOD AND NUTRITION
"PARENTING FOR ALL" – FN-17

MESSAGE:

The family is the basic unit of society. Although the family has many roles, the most important function of the family is raising children. Only the family can provide the stability, love, and care that each of us needs. Success and happiness in later life depend largely on the type of environment provided by the family. A child can be raised by both parents, a single parent, relatives or foster parents. What are your jobs at home?

WHAT YOU'LL BE SEEING:

STANDARD OPENING: Villa Alegre Fireworks!

FOOD AND NUTRITION SLATE (E): (VTR)

AIS (B): Graphic symbols and animated action introduce the Food and Nutrition theme.

PARENTING (B): Child's mother doesn't let him go swimming because he has a cold. (VTR)

DIVORCE AND MARRIAGE (B): The Alter Ego and the little girl reconcile that both her parents can still love her even though they are getting a divorce. (A)

DIVORCE (B): Child thinks his father doesn't love him because he's divorcing his mother. (VTR)

ADOPTION (B): An adopted child has questions about her family tree. (VTR)

ONE PARENT FAMILY (B): Child helps with household responsibilities because his mother works. (VTR)

GONE PAINTING (B): A father and daughter go fishing and painting, appreciating the art of each. (F)

GOOD PARENTS (E): Children show the things parents want for their kids. (VTR)

NUMBER 5 (S): Montage of five's dissolves into five candles. (A)

GOOD PARENTS (S): Children show the things parents want for their kids. (VTR)

TE QUIERO (S): A boy gives a girl a heart with a ribbon around it. (A)

THIS ROOM IS A MESS (E): Mother teaches children the importance of cleaning their rooms. (F)

CAROL (B): Child doesn't want to meet her father's girlfriend. (VTR)

AIS (B): Graphic symbols and animated action reinforce the Food and Nutrition theme.

STANDARD CLOSING: Villa Alegre Fireworks!

CULTURAL NOTES:

Cooperation

Cooperation among family members is one of the cornerstones supporting a contemporary nuclear family. (A nuclear family is one that includes parents, dependent children, and possibly a grandparent.) Cooperation seems to stem from each family member knowing, accepting, and performing a well-defined role in the scheme of things. Traditional family roles, however, have been powerfully affected by the changing social, economic, and cultural pressures of modern life. Evidence of these pressures are rising rates in divorce, separation, and alternative life styles.

LANGUAGE:

Los padres alimentan a sus hijos. . . . . .Parents feed their children.
(Lohs pah'-drehs ah-lee-mehn'-tahn ah soos ee'-hos.)

Los padres enseñan disciplina a sus hijos. . . . . Parents teach their children discipline.
(Lohs pah'-drehs ehn-sehn'-yahn dees-see-plee'-nah ah soos ee'-hos.)

VOCABULARY AND EXPRESSIONS:

adoptado . . . . . .adopted
(ah-dohp-tah'-doh)

el árbol genealógico . . . . . family tree
(ehl ahr'-bohl heh-neh-ah-loh'-hee-koh)

el hermano . . . . . brother
(ehl ehr-mah'-noh)

lavar platos . . . . . to wash dishes
(lah-bahr' plah'-tohs)

llevarse bien . . . . . .to get along
(yeh-bahr'-seh bee-ehn')

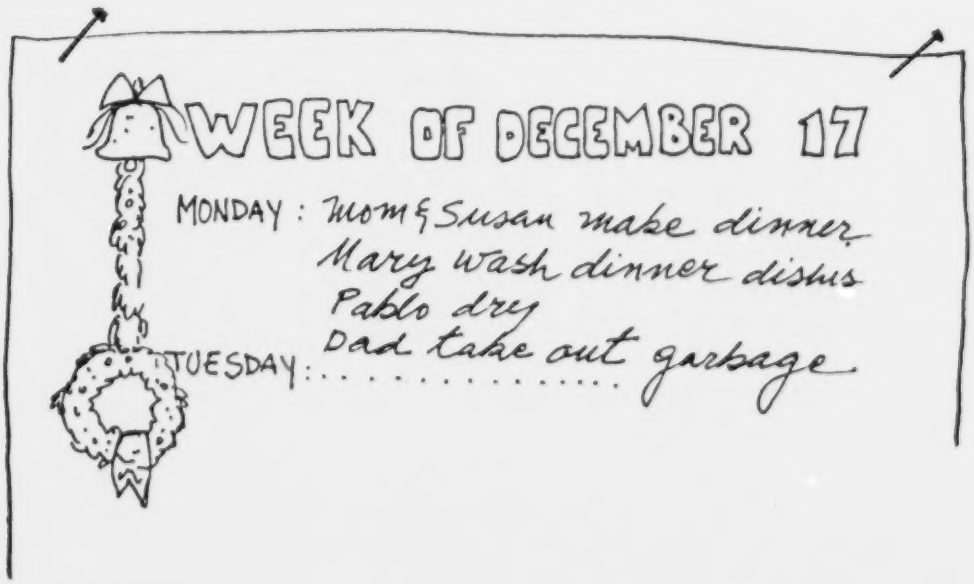
tener suerte . . . . . .to be lucky
(teh-nehr' soo-ehr'-teh)

SUGGESTED GAMES AND ACTIVITIES:

FAMILY CHORES

YOU NEED: Piece of paper, pencil.

HOW TO DO IT: It's so much easier if everyone in the family helps with the household chores. To make this very easy on everyone, you can have a family meeting once a week and decide who will be doing what for the following week. After this has been decided, write it all out on a piece of paper and post it in a place where everyone will see it (the kitchen is usually the center of family activities). Now no one can forget what his responsibilities are; and, remember, you can trade chores if another member is willing!



FOOD AND NUTRITION
"EL SISTEMA METRICO" – FN-18

MESSAGE:

The metric system is the system of measurement used in most countries of the world. The United States will soon be adopting the metric system because it offers more advantages than our present system. The main advantage of the metric system is that all measurements are based on natural phenomena, such as the distance from the pole to the equator or the length of a light wave. Calculations of weights and measures can be done quickly and easily, providing a standard measurement system throughout the world.

WHAT YOU'LL BE SEEING:

STANDARD OPENING: Villa Alegre Fireworks!

FOOD AND NUTRITION SLATE (E): . (VTR)

AIS (S): Graphic symbols and animated action introduce the Food and Nutrition theme.

SISTEMA METRICO (B): Child offers to give adults metric lessons. (VTR)

SIGNALS (B): Precolombo convinces Robot that primitive methods of sending signals are still functional when modern technology fails. (A)

KILOS OF BEANS (B): Capitán helps children weigh a bag of beans. (VTR)

A SONG IS BORN (B): A young boy goes through the process of composing and recording music. (F)

FIDO (B): Child uses twine and the metric system to measure her dog. (VTR)

NUMBER 7 (E): Montage of seven's dissolves into seven candles. (A)

SI, SI, CC (B): Dr. Nina gives children a lesson in liquid measurement in metrics. (VTR)

NUMBER 7 (S): Montage of seven's dissolve into seven candles. (A)

FRUIT LEATHER IN SQUARE CENTIMETERS (B): Three children use the metric system to measure pieces of fruit leather. (VTR)

BUENOS DIAS (S): A man watches a sunrise. (A)

BIG DRIPS (B): Sr. Métrico helps children with liquid measurements. (VTR)

DOÑA LUZ' MAIL REQUEST (E): Doña Luz invites children to write in their comments about Villa Alegre. (VTR)

AIS (E): Graphic symbols and animated action reinforce the Food and Nutrition theme.

STANDARD CLOSING: Villa Alegre Fireworks!

CULTURAL NOTES:

The Metric System*

The metric system is a decimal system of measures and weights with the meter, a unit of length, and gram, a unit of weight, as bases. The meter is, very nearly, one ten-millionth part of the distance measured on a meridian from the equator to the pole, or 39.37 U.S. inches. The gram is the weight of a cube of water whose edge is one-hundredth of a meter. The unit of capacity, the liter, is the volume of a kilogram of water. Instead of the present measurement system of the United States which measures distance, for example, as twelve inches equal one foot, three feet equal one yard, five and a half yards equal a rod, etc., the metric system measures distances with ten centimeters equaling a decameter, ten decameters equaling a hecameter and ten hecameters equaling a kilometer. The same prefixes (centi-, deci-, deca-, heca-, and kilo-), multiples of ten, are applied to the gram (weight) and liter (capacity).

* Encyclopedia Britannica, Volumes IV and VI, Encyclopedia Britannica, Inc., Chicago, Illinois, 1975.

LANGUAGE:

El gramo es para medir el peso. . . . . The gram is used to measure weight.
(Ehl grah'-moh ehs pah'-rah meh-deer' ehl peh'-soh.)

El litro es para medir los líquidos. . . . . The liter is used to measure liquids.
(Ehl lee'-troh ehs pah'-rah meh-deer' lohs lee'-kee-dohs.)

VOCABULARY AND EXPRESSIONS:

el centímetro . . . . . centimeter
(ehl sehn-tee'-meh-troh)

el gramo . . . . . .gram
(ehl grah'-moh)

el kilogramo . . . . . kilogram
(ehl kee-loh-grah'-moh)

el kilómetro . . . . . .kilometer
(ehl kee-loh'-meh-troh)

el litro . . . . . liter
(ehl lee'-troh)

el metro . . . . . meter
(ehl meh'-troh)

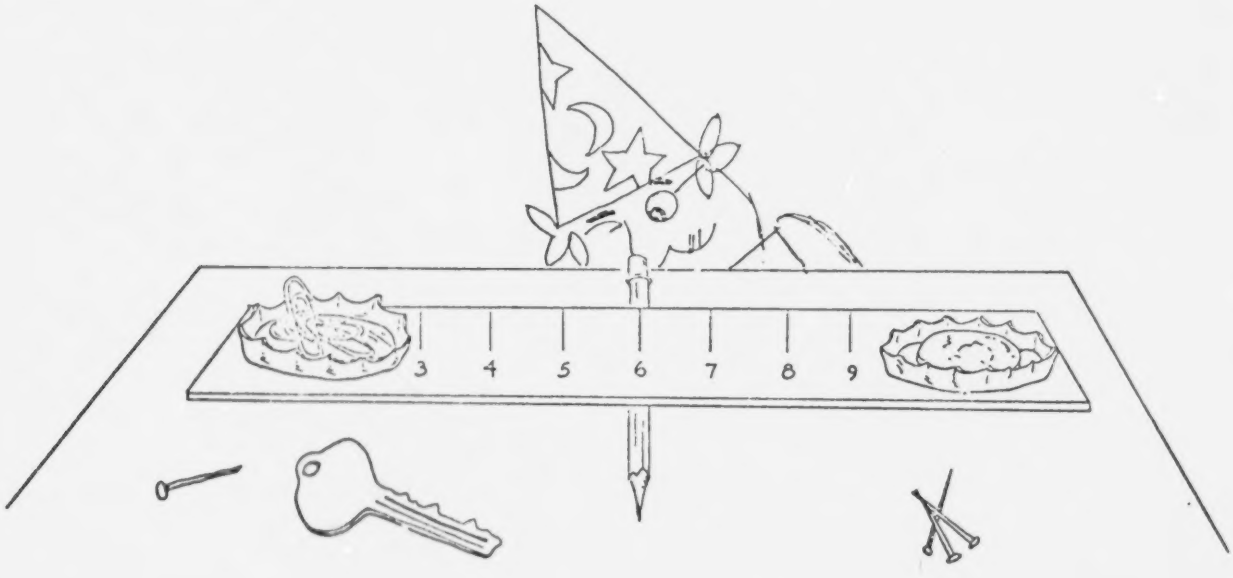
el sistema métrico . . . . . metric system
(ehl sees-teh'-mah meh'-tree-koh)

SUGGESTED GAMES AND ACTIVITIES:

MEASURING IN GRAMS

YOU NEED: Twelve-inch ruler, two bottle caps, glue, pencil, dime or nickel, paper clips.

HOW TO DO IT: Glue the bottle caps to each end of the ruler and balance ruler on the pencil (pencil must stay at the six-inch mark on the ruler, as this is the middle of the ruler). Place the dime or nickel in one cap and put enough paper clips in other cap to balance the ruler, keeping in mind that one paper clip weighs one gram. How many grams does the nickel or dime weigh? You can try this experiment with any other small, light object.



FOOD AND NUTRITION
"A DAY OFF" – FN-19

MESSAGE:

Modern life imposes strict schedules upon us. Most of our time during the week is spent at school or work. A day off, therefore, is a welcome change of pace. People spend their time off in many different ways. Some people like to play. Other people are content to sleep late and do very little. What do you like to do on your day off?

WHAT YOU'LL BE SEEING:

STANDARD OPENING: Villa Alegre Fireworks!

FOOD AND NUTRITION SLATE (E): (VTR)

AIS (S): Graphic symbols and animated action introduce the Food and Nutrition theme.

EL DIA DE DESCANSO (B): Two children can't decide what to do on their day off. (VTR)

ARTFUL KITES (E): The process of silkscreening is demonstrated. (F)

FREE TIME (S): Children discuss what they sometimes do on their day off. (VTR)

¿COMO ESTAS? BIEN, GRACIAS (S): Two men bump into each other. (A)

FREE TIME (E): Children discuss what they sometimes do on their day off. (VTR)

MELINDA AT THE CIRCUS (S): A young girl discovers the world of circus fun. (F)

RED RIDING HOOD (B): Vendedor and Rafael play chess as Elena tells children a story. (VTR)

MIND GAMES (B): Sr. Cuco explains to the children that games for the mind are good. (A)

CAPITAN'S DAY OFF (B): Capitán wants to rest on his day off. (VTR)

NUMBER 4 (S): Montage of four's dissolves into four candles. (A)

SING AND SMILE (B): Adults want to settle an argument so they can enjoy their day off. (VTR)

A SCARECROW'S HOLIDAY (B): Scarecrow is tricked into not taking a day off. (VTR)

AIS (E): Graphic symbols and animated action reinforce the Food and Nutrition theme.

STANDARD CLOSING: Villa Alegre Fireworks!

CULTURAL NOTES:

At The Zoo*

The zoo is a favorite place for people of all ages to visit. Modern zoos have eliminated the "caged" atmosphere by construction of protected habitats in which animals can live and be observed in their natural settings. A zoo—the word is a contraction of "zoological" or "animal"—affords zoologists the opportunity to study animal habits and diseases, and to breed endangered species.

* Bridges, William, Zoo Pets, William Morrow & Co., New York, 1955.

LANGUAGE:

En mi día libre, ayudo a mi papá en el jardín. . . . . On my day off, I help Daddy in the garden.
(Ehn mee dee'-ah lee'breh, ah-yoo'-doh ah mee pah-pah' ehn ehl hahr-deen'.)

En mi día libre, juego con mi conejo. . . . . On my day off, I like to play with my rabbit.
(Ehn mee dee'-ah lee'-breh, hoo-eh'-goh kohn mee koh-neh'-hoh.)

VOCABULARY AND EXPRESSIONS:

café y panecillos . . . . . coffee and rolls
(kah-feh' ee pah-neh-see'-yohs)

el ajedrez . . . . . chess
(ehl ah-heh-drehs')

el día de descanso . . . . . rest day
(ehl dee'-ah deh dehs-kahn'-soh)

las revistas cómicas . . . . . comics
(lahs reh-bees'-tahs koh'-mee-kahs)

los juegos . . . . . games
(lohs hoo-eh'-hohs)

visitar . . . . . to visit
(bee-see-tahr')

SUGGESTED GAMES AND ACTIVITIES:

DRIED JAMS

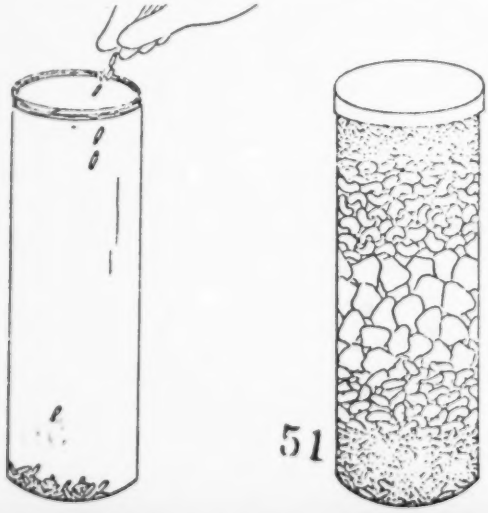
YOU NEED: Several jams, large pot, water, stove, knife, cookie sheet, white cloth.

HOW TO DO IT: A fun activity for your day off is to make dried jam treats. First you must boil the jams until they are soft, and then set them out to cool. After they have cooled, peel them and cut them into very thin slices. Put a white cloth over a cookie sheet, lay your slices on this, and put them in the sun for about a week. After they've dried, you're ready to enjoy your new and delicious treat.

FOOD LAYERING

YOU NEED: Different kinds of dried beans, macaroni, rice, colored kernals of corn, any empty jar or bottle with cap.

HOW TO DO IT: First of all you must make sure the jar or bottle is clean and that it has no label. Now put in a layer of rice, then a layer of one kind of dried beans, next a layer of kernels of corn; follow it with another layer of beans, and finish with a last layer of macaroni. Put the lid on tightly and you now have a food layering display. (You can even dye or color the macaroni and rice.)



FOOD AND NUTRITION
"PARENTING TOO" – FN-20

MESSAGE:

When a child is born, a new way of life begins for his mother and father. As parents, they assume new responsibilities. The care and financial support of the child affects the life style of the parents and their relationships with each other, and frequently requires sacrifices from them. A child is a partner in the daily business of family living and shares in both the family's joys and problems. Do you discuss your problems with your parents?

WHAT YOU'LL BE SEEING:

STANDARD OPENING: Villa Alegre Fireworks!

FOOD AND NUTRITION SLATE (E): (VTR)

AIS (S): Graphic symbols and animated action introduce the Food and Nutrition theme.

PARENTING, TOO (B): Child learns the responsibilities of having a family. (VTR)

A VISIT TO GRANDFATHER'S (B): A father takes his young son to visit his childhood home. (F)

APPLE PIE (B): Child shows the strength of a family that has lost a father. (VTR)

NUMBER 9 (S): Montage of nine's dissolves into nine candles. (A)

OLDER BROTHER (B): Doña Luz explains to children that brothers will be brothers. (VTR)

DIVORCE AND MARRIAGE (B): The Alter Ego and the little girl reconcile that both her parents can still love her even though they are getting a divorce. (A)

MOM'S BOYFRIEND (B): Child learns to cope with his parents' divorce. (VTR)

IS ANYONE LISTENING? (B): Children portray the every-day problems of a family. (VTR)

AIS (E): Graphic symbols and animated action reinforce the Food and Nutrition theme.

STANDARD CLOSING: Villa Alegre Fireworks!

CULTURAL NOTES:

Divorce and the School Child*

Anything that disturbs a child at home may also disturb his school life. One situation that may cause such a disturbance is divorce. Many children feel that they are to blame for their parents' divorce. An honest discussion with the child about why the parents could no longer live harmoniously together would alleviate many problems the child may face. The child should understand that both parents love him very much and that the relationship between father/child and mother/child will never change.

When two consenting and mature adults come to the realization that a divorce is the answer to their problems, there should be no need for emotional outbursts that may cause the child to misunderstand the real reasons behind the divorce.

* Ogg, Elizabeth, Divorce, Public Affairs Committee, New York, 1965.

LANGUAGE:

La familia comparte responsabilidades. . . . . The family shares responsibilities.
(Lah fah-mee'-lee-ah kohm-pahr'-teh rehs-pohn-sah-bee-lee-dah'-dehs.)

La familia se divierte junta. . . . . The family has fun together.
(Lah fah-mee'-lee-ah seh dee-bee-ehr'-teh hoon'-tah.)

VOCABULARY AND EXPRESSIONS:

criar niños . . . . . to raise children
(kree-ahr' neen'-yohs)

el papá . . . . . father
(ehl pah-pah')

el trabajo . . . . . work
(ehl trah-bah'-hoh)

la hija . . . . . daughter
(lah ee'-hah)

la mamá . . . . . mother
(lah mah-mah')

las responsabilidades . . . . . responsibilities
(lahs rehs-pohn-sah-bee-lee-dah'-dehs)

SUGGESTED GAMES AND ACTIVITIES:

LET'S PRETEND

YOU NEED: Two children.

HOW TO DO IT: Have one child pretend to be a parent and another child pretend to be a daughter or son. They discuss the problems parents and children have, such as bedtime, foods the children might not like to eat, cleaning their rooms, homework, etc.

FOOD AND NUTRITION
"FEELING GOOD" – FN-21

MESSAGE:

Feeling good means having a healthy body and a healthy mind. When we get insufficient rest we usually feel tired; when we have an improper diet we may feel weak. An unhealthy body sometimes affects our mental disposition–we're liable to become irritable and short-tempered. Sometimes, however, our feelings are dictated by our actions or those of others. When we fail or things go wrong, we feel bad; when we succeed, we feel good. When others treat us badly, we can feel depressed; when we're treated with love and respect, we feel good. Our mental outlook can also affect our physical disposition. How do we feel when we're stricken with fear? . . . when we're angry? . . . when we're happy?

WHAT YOU'LL BE SEEING:

STANDARD OPENING: Villa Alegre Fireworks!
FOOD AND NUTRITION SLATE (E): (VTR)
AIS (S): Graphic symbols and animated action introduce the Food and Nutrition theme.
QUE LINDA (B): People of Villa Alegre sing their happiness. (VTR)
THE VITAMIN DRILL (B): A nutrition drill sergeant disseminates vitamins and minerals to a young boy. (A)
GOOD TIMES (E): Children say what makes them feel good. (VTR)
¿COMO ESTAS? BIEN, GRACIAS (S): Two men bump into each other. (A)
GOOD TIMES (S): Children say what makes them feel good. (VTR)
COMPUTER NUMBERS 1-20 (S): The numbers 1 to 20 appear in order, one at a time. (A)
MELINDA AT THE CIRCUS (E): A young girl discovers the world of circus fun. (F)
EL GERMEN DAÑINO (S): Proteins help our bodies resist infections. (A)
HAPPY SADNESS (B): Children talk about feeling good when happy or sad. (VTR)
ABUELITA (B): Food, love and good times reveal a little girl's wonderful relationship with her grandmother. (F)
TWO KINGDOMS (B): Children hear the story of the happy and the sad kingdoms. (VTR)
NUMBER 7 (S): Montage of seven's dissolves into seven candles. (A)
SCARECROW'S DANCE (B): Scarecrow learns he can dance when feeling good. (VTR)
AIS (E): Graphic symbols and animated action reinforce the Food and Nutrition theme.
STANDARD CLOSING: Villa Alegre Fireworks!

CULTURAL NOTES:

Good Health

The human body needs certain nutrients and activities to run efficiently. If one eats intelligently, i.e., well-balanced meals, it is assumed that he will feel healthy. However, if a diet is imbalanced and consists mostly of sweets and carbohydrates, vitamins are lacking for the cells and organs to function efficiently. This deficiency invariably leads to illness, as well as a feeling of sluggishness, nervousness, and listlessness. Therefore, eating proper food is crucial for good mental health and happiness. A food imbalance can cause physical and mental illness. In addition, it makes a person's performance level ebb and disables a person's ability to cope with everyday problems.

LANGUAGE:

Me siento bien cuando soy amable. . . . . I feel good when I'm friendly.
(Meh see-ehn'-toh bee-ehn' koo-ahn'-doh soh'-ee ah-mah'-bleh.)

Me siento bien cuando soy bondadoso. . . . . I feel good when I'm kind.
(Meh see-ehn'-toh bee-ehn' koo-ahn'-doh soh'-ee bohn-dah-doh'-soh.)

VOCABULARY AND EXPRESSIONS:

alegre . . . . . happy
(ah-leh'-greh)

el cofre . . . . . chest
(ehl koh'-freh)

el rey de la felicidad . . . the king of happiness
(ehl reh'-ee deh lah feh-lee-see-dahd')

el rey de la tristeza . . . . . the king of sadness
(ehl reh'-ee deh lah trees-teh'-sah)

la invitación . . . . . invitation
(lah een-bee-tah-see-ohn')

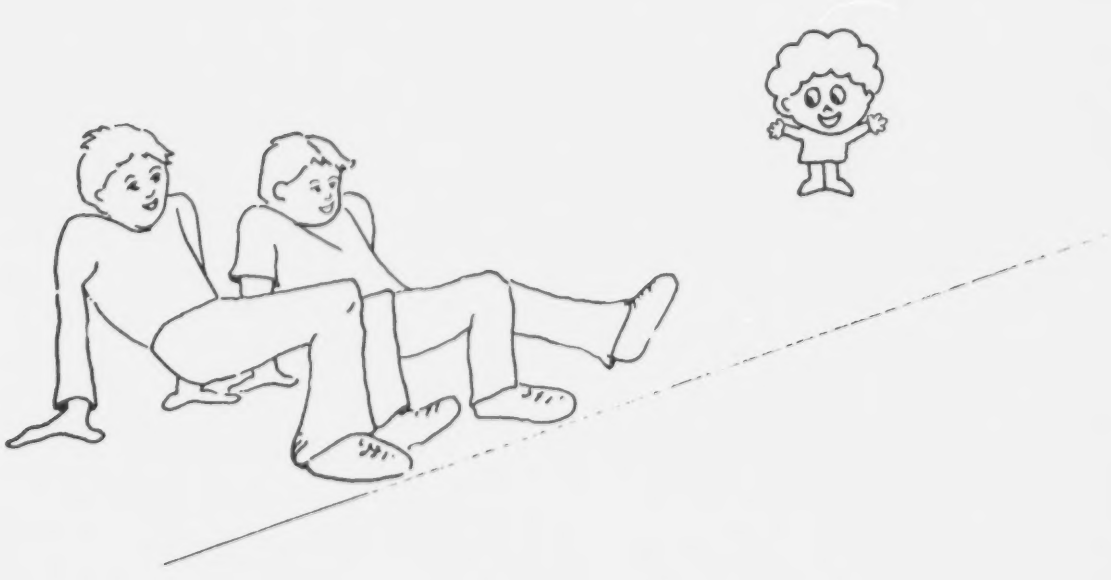
sentirse bien . . . . . to feel good
(sehn-teer'-seh bee-ehn')

SUGGESTED GAMES AND ACTIVITIES:

CRAB RACE

YOU NEED: Two teams, chalk; if you are playing on ground that cannot be marked with chalk, a tree or large rock can be used to represent the second line.

HOW TO DO IT: This race is an excellent exercise to help you stay in good physical shape and is played with two teams. Draw two diagonal lines, about 15 feet apart. Two teams line up behind one line and the first two players race crab-like to the opposite line. When they reach the line, they stand up and race back to their teams and tag the next child in line. The first team to finish is the winner.



FOOD AND NUTRITION
"EL CUERPO" – FN-22

MESSAGE:

The human body is a complex system of nerves, bones, muscles, bloodstream and skin. Our brain is like a complicated computer that keeps everything working smoothly. We all have different looking bodies—different sizes and shapes, different colored eyes, skin, and hair. Do you know how to keep your body healthy? Do you know what an infection is, or why cavities make your teeth hurt? Did you know that the right kind of exercise can give you more energy?

WHAT YOU'LL BE SEEING:

STANDARD OPENING: Villa Alegre Fireworks!

FOOD AND NUTRITION SLATE (E): (VTR)

AIS (E): Graphic symbols and animated action introduce the Food and Nutrition theme.

MI CUERPO (B): Elena and Rafael convince child to eat lunch, not just dessert. (VTR)

THE VITAMIN DRILL (B): A nutrition drill sergeant disseminates vitamins and minerals to a young boy. (A)

THE BODY AND THE ROWBOAT (B): Mario and two children compare the parts of a rowboat to the parts of the human body. (VTR)

HANDS AND FEET (B): Montage of scenes showing hands and feet. (F)

DR. NINA'S SKELETON (B): Child learns that a skeleton holds his body up. (VTR)

NUMBER 4 (S): Montage of four's dissolves into four candles. (A)

ABUELITA (B): Food, love and good times reveal a little girl's wonderful relationship with her grandmother. (F)

H.O.W. (E): The organs of the body tell Mimo to spread the word about how everyone should protect their bodies. (VTR)

EL GERMEN DAÑINO (E): Proteins help our bodies resist infections. (A)

YOGA (B): Mario learns a yoga exercise. (VTR)

FATHER TO SON (E): Father helps son master a balancing trick. (F)

CUIDADO (S): Boy walks into a busy street and is pulled back by a girl. (A)

BROKEN ANKLE (B): Nature helps mend a child's broken ankle. (VTR)

AIS (S): Graphic symbols and animated action reinforce the Food and Nutrition theme.

STANDARD CLOSING: Villa Alegre Fireworks!

CULTURAL NOTES:

Blood*

Blood is essential to life and has many functions. It supplies the body cells with oxygen and removes their wastes; it distributes food materials, vitamins and enzymes to the cells; it defends the body against infection by attacking invaders such as bacteria; it produces antibodies—special substances that react against bacteria and other foreign materials, neutralizing their harmful effects. Blood also helps regulate body temperature so that cells can carry on their normal activities. Blood gets its color from a red pigment called hemoglobin.

* Collier's Encyclopedia, Crowell-Collier Education Corp., New York, 1968.

LANGUAGE:

Mi cuerpo necesita ejercicio. . . . . My body needs exercise.
(Mee koo-ehr'-poh neh-seh-see'-tah eh-hehr-see'-see-oh.)

Mi cuerpo necesita alimento. . . . . My body needs nourishment.
(Mee koo-ehr'-poh neh-seh-see'-tah ah-lee-mehn'-toh.)

VOCABULARY AND EXPRESSIONS:

curar . . . . . to heal
(koo-rahr')

el esqueleto . . . . . skeleton
(ehl ehs-keh-leh'-toh)

el tobillo . . . . . ankle
(ehl toh-bee'-yoh)

los ejercicios . . . . . exercises
(lohs eh-hehr-see'-see-ohs)

los huesos . . . . . bones
(lohs oo-eh'-sohs)

saludable . . . . . healthy
(sah-loo-dah'-bleh)

SUGGESTED GAMES AND ACTIVITIES:

FEEL THE BEAT

YOU NEED: Record with lively beat.

HOW TO DO IT: Put on music, have children move the different parts of their bodies to the music . . . start with the head and move on down the body. Now tell them to feel the beat, and loosen all their muscles and relax.

FOOD AND NUTRITION
"EL PAN" – FN-23

MESSAGE:

Bread is one of the oldest and most popular foods in the world. In its various forms bread provides good nutrition and taste at low cost and ease of preparation. Bread can be easily stored for long periods of time, and its light weight makes it easily portable. What is your favorite kind of bread?

WHAT YOU'LL BE SEEING:

STANDARD OPENING: Villa Alegre Fireworks!
FOOD AND NUTRITION SLATE (E): (VTR)
AIS (E): Graphic symbols and animated action introduce the Food and Nutrition theme.
EL PAN (B): Children learn there are many kinds of bread. (VTR)
FOOD CHAIN (B): Sr. Cuco shows Claudio the fascinating cycle that makes up the food chain. (A)
FAVORITE BREAD (E): Children talk about their favorite kinds of bread. (VTR)
HACE CALOR (S): A snowman melts in the hot sun. (A)
FAVORITE BREAD (S): Children talk about their favorite kinds of bread. (VTR)
TREE KANGAROO (S): A tree kangaroo tells us about himself. (F)
TOUCAN BREAD (B): Toucan and Crow complain that people use their corn to make bread. (VTR)
WIND POLLINATION (S): Flowers and grasses get help from the wind to spread their seeds. (F)
COMIDA AMERICANA (B): Precolombo explains all the various foods that the Indians planted and harvested. (A)
THE FIFTH PLATE (B): A king discovers the greatest baker in a forest. (VTR)
BUENAS NOCHES (S): A man, dressed for bed, watches a sunset. (A)
CACTUS (E): Children learn what a cactus is. (F)
YEAST (B): Vendedor tells the story of the invention of yeast. (VTR)
AIS (S): Graphic symbols and animated action reinforce the Food and Nutrition theme.
STANDARD CLOSING: Villa Alegre Fireworks!

CULTURAL NOTES:

Bread*

Wheat, rye, buckwheat, corn, rice, soybeans, oats, barley and potatoes, used singly or in combination, are the most common basic ingredients from which breads are made. The flour, or meal, is mixed with water or milk, salt, shortening or butter, sugar or honey, and a leavening agent, although there are many types of bread which are unleavened. The usual leavening agents are baking powder, baking soda, homemade sourdough and salt-rising starters and yeast, either fresh (compressed) or active dry form, which interacts with gluten (the protein component of grains), sugar and the liquid ingredient to form gaseous bubbles in the dough causing it to expand or "rise", producing a spongy, more digestible texture. Doughs can be baked in ovens (loaf type, biscuits, and "spoon breads"), steamed (Boston brown bread), boiled in juices (dumplings), fried in deep fat (buñuelos), baked on a griddle (English crumpets) or wrapped around the end of a hardwood stick to be roasted over a glowing charcoal fire.

By adding or substituting eggs, buttermilk, sour cream, molasses, chopped nuts, grated or mashed vegetables and fruits, herbs, spices, fruit juices, slivers of lemon or orange peel, seeds, a myriad of variations on the basic bread-making recipes can be produced. The possibilities of using breads when they are a day or two old are also unlimited—sandwiches, croutons for salads, stuffings, French toast, bread puddings, etc.

Such traditonal breads as Irish soda bread, crusty French bread, chapatis from northern India, Norwegian flatbread, German and Austrian pumpernickel, Italian panettone, Armenian pita bread or scones from Scotland reflect not only the agricultural, economic, and social circumstances of the cultures which produced them, but also the imaginative improvisation and versatility of bread makers under all types of conditions.

* Beard, James A., Beard on Bread, Alfred A. Knopf, New York, 1973; Simon, Andre, and Howe, Robin, A Dictionary of Gastronomy, McGraw-Hill Book Company, New York, 1962.

LANGUAGE:

Mi pan favorito es el cassava brasilero. . . . . My favorite bread is the Brazilian cassava.
(Mee pahn fah-boh-ree'-toh ehs el kah-sah'-bah brah-see-leh'-roh.)

Mi pan favorito es la tortilla mexicana. . . . . My favorite bread is the Mexican tortilla.
(Mee pahn fah-boh-ree'-toh ehs lah tohr-tee'-yah meh-hee-kah'-nah.)

VOCABULARY AND EXPRESSIONS:

el alimento básico . . . . . basic food
(ehl ah-lee-mehn'-toh bah'-see-koh)

el granjero . . . . . .farmer
(ehl grahn-heh'-roh)

el panadero . . . . . baker
(ehl pah-nah-deh'-roh)

el pan de maíz . . . . . .cornbread
(ehl pahn deh mah-ees')

el pan francés . . . . . .French bread
(ehl pahn frahn-sehs')

el trigo . . . . . wheat
(ehl tree'-goh)

hornear . . . . . to bake
(ohr-neh-ahr')

la levadura . . . . . yeast
(lah leh-bah-doo'-rah)

SUGGESTED GAMES AND ACTIVITIES:

BREAD FLOWERS

YOU NEED: Slices of white bread, thin wire, beads, scissors, green crêpe paper, watercolors, clear nail polish.

HOW TO DO IT: Cut leaves out of white bread (cut them a little larger than you want them to be when finished) and put the wire through the middle of each leaf (Fig. A). Cut the petals of the flower, making sure they're attached at the center (Fig. B). Put a bead through one end of another piece of wire and put this wire through the center of the flower (Fig. C). Put both leaves and flowers on a shelf and let them dry. When dry, you can color them with watercolors. Now put the stems together and cover stems with green crêpe paper (Fig. D). If you want them to last a long time, cover them with clear nail polish.

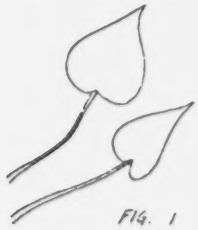


FIG. 1

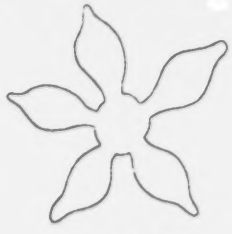


FIG. 2

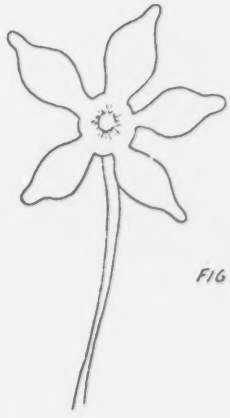
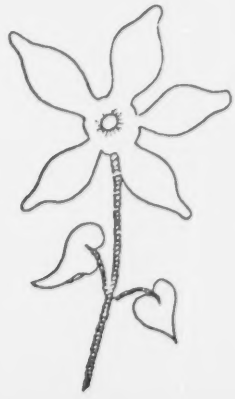


FIG. 3

FIG. 4



FOOD AND NUTRITION
"SAFETY FIRST" – FN-24

MESSAGE:

Most accidents can be avoided by following rules of safety. When an accident does occur, however, we should know what to do. At work, home, and play, man has always tried to be safe. Modern technology has provided us with many implements that help to protect us.

WHAT YOU'LL BE SEEING:

STANDARD OPENING: Viila Alegre Fireworks!

FOOD AND NUTRITION SLATE (E): (VTR)

AIS (S): Graphic symbols and animated action introduce the Food and Nutrition theme.

PRECAUCION (B): Child learns to use safety when playing. (VTR)

ENDANGERED SPECIES (B): Pepe attempts to protect a whale by keeping it in his bathtub. (A)

THE COMPANION (B): Child learns to have a companion along when snorkeling. (VTR)

MANUEL'S EMERGENCY (B): A medical emergency results in the death of an old man and the birth of a child. (F)

SAFETY ALL THE TIME (B): Child learns that safety is important all the time. (VTR)

WHO ARE YOU FOOLING (B): The Alter Ego reminds the little girl that it is really a good idea to brush her teeth. (A)

REFRIGERATOR (B): Dr. Nina explains the need to make old refrigerators safe. (VTR)

SEAL OF APPROVAL (B): Children discuss how laboratories test appliances, clothing, toys, etc., for quality. (F)

SAFE CAR (B): Child learns about automobile safety. (VTR)

EL GERMEN DAÑINO (E): Proteins help our bodies resist infections. (A)

SAFETY VALVE (B): Toucan learns about safety measures. (VTR)

CUIDADO (S): Boy walks into a busy street and is pulled back by a girl. (A)

GOPHER'S SAFETY RULES (B): Children and gopher discuss safety rules. (VTR)

AIS (E): Graphic symbols and animated action reinforce the Food and Nutrition theme.

STANDARD CLOSING: Villa Alegre Fireworks!

CULTURAL NOTES:

Is It Safe?*

The U.S. Food and Drug Administration seeks to protect the public by administering laws that will prevent the sale of spoiled, impure, infected or harmful foods, drugs, and cosmetics, and also to discourage any false labeling of products. Laws are also provided for punishment of manufacturers of "unhealthy" products. The FDA conducts inspections of plants that manufacture, process, store or distribute food. They take samples of the foods and observe the use of pesticides to insure that products meet minimum standards of "safety". An example of one regulation administered by the FDA is that of labeling. It states that labels must include the manufacturer's name and address, the common name of the food, the ingredients used, the net weight, whether any artificial preservatives, flavors or colorings have been added and whether it is an imitation.

* World Book, Volume 11, Field Enterprises Educational Corp., Chicago, Illinois, 1972.

LANGUAGE:

Nadar sólo en el río es peligroso. . . . . It's dangerous to swim alone in a river.
(Nah-dahr' soh'-loh ehn ehl ree'-oh ehs peh-lee-groh'-soh.)

Obedece las reglas de seguridad. . . . . Obey the safety rules.
(Oh-beh-deh'-seh lahs reh'-glahs deh seh-goo-ree-dahd'.)

VOCABULARY AND EXPRESSIONS:

el cinturón de seguridad . . . . . safety belt
(ehl seen-too-rohn' deh seh-goo-ree-dahd')

el chaleco de seguridad . . . . . life jacket
(ehl chah-leh'-koh deh seh-goo-ree-dahd')

la medicina . . . . . medicine
(lah meh-dee-see'-nah)

las luces de tránsito . . . . . traffic lights
(lahs loo'-sehs deh trahn'-see-toh)

los frenos . . . . . brakes
(lohs freh'-nohs)

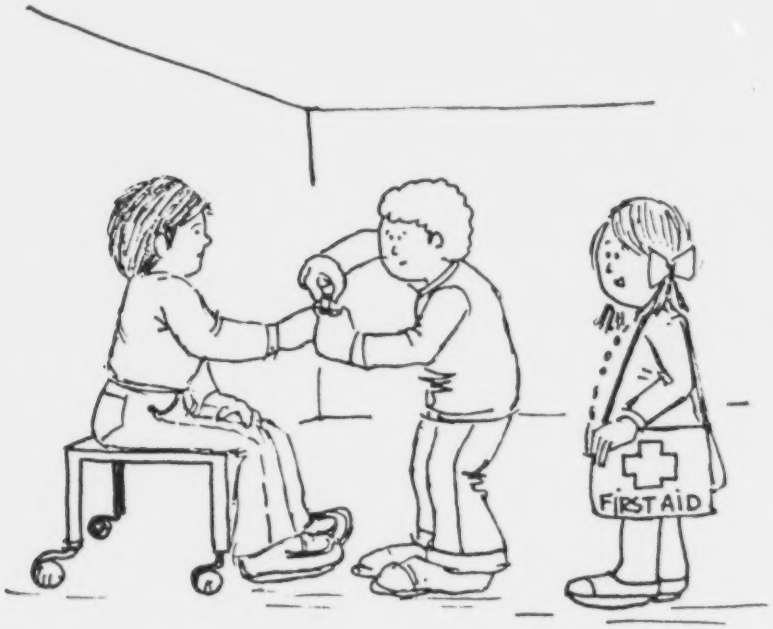
nadar . . . . . to swim
(nah-dahr')

SUGGESTED GAMES AND ACTIVITIES:

FIRST-AID CLINIC

YOU NEED: Strips of old cloth, tape, old scarves, jar of water.

HOW TO DO IT: Playing first aid is a fun way to learn how to clean a wound and to bandage it. Have a table set up with folded strips of cloth, tape, folded scarves, and a jar of water to serve as a disinfectant. Have first child come in with an imaginary cut on his leg, and have the doctor and nurse clean it and bandage it. Another child comes in with a broken arm . . . doctor will clean it, bandage it, and nurse can put it in a sling. You can even make believe you are putting a cast on it by totally wrapping the arm with strips of cloth and then putting it in a sling. Now the children can change places and the doctor and nurse can become patients and the patients become the doctor and nurse.



FOOD AND NUTRITION
"EL RECREO" – FN-25

MESSAGE:

Recreation is an important part of our lives. It's a way to enjoy ourselves whether indoors or in open spaces. It is also an important form of relaxation from the everyday pressures of school and work. Recreation takes many forms–games, sports or hobbies, everything from playing checkers to having a barbecue. Many times it's an opportunity to have fun with your family or friends. What's your favorite kind of recreation?

WHAT YOU'LL BE SEEING:

STANDARD OPENING: Villa Alegre Fireworks!

FOOD AND NUTRITION SLATE (E): (VTR)

AIS (S): Graphic symbols and animated action introduce the Food and Nutrition theme.

EL RECREO (B): Child learns the meaning of recreation. (VTR)

MIND GAMES (B): Sr. Cuco explains to the children that games for the mind are good. (A)

RECREATION MEANS (E): Elena and children discuss different kinds of recreation. (VTR)

COMPUTER NUMBER 2 (S): Two animated cubes appear in varying arrangements along with the number "2". (A)

RECREATION MEANS (S): Elena and children discuss different kinds of recreation. (VTR)

LATIN SOCCER (B): Being a fan is a form of recreation, too. (VTR)

SPORTS (B): Four balls from the world of sports explain why each has such a tough life. (A)

CAMPING (B): Children learn to plan a camping trip. (VTR)

SOUNDS (S): The world of sounds is discovered and demonstrated at the Exploratorium. (F)

THE GOLDEN CARROT (B): Gopher tells how he won the Golden Carrot for burrowing. (VTR)

ARTFUL KITES (S): The process of silkscreening is demonstrated. (F)

HIGHEST KITE (B): Children enjoy making and flying kites. (VTR)

AIS (E): Graphic symbols and animated action reinforce the Food and Nutrition theme.

STANDARD CLOSING: Villa Alegre Fireworks!

CULTURAL NOTES:

Kites*

A kite is a toy sent up into the air to fly on the wind. It is usually made by covering two crossed sticks with paper, plastic or cloth and balancing them with a tail. A long string, attached to the frame, is held in the hand or wound on a drum. Kites are enjoyed by both adults and children and, with a mild breeze, usually fly best near a body of water or in open spaces where there are few houses or trees.

Kites supposedly were invented before the Christian era and were named after a particularly graceful hawk. Kite flying spread as far as East Asia where many exotic forms were produced. There are kites in all sizes and colors in the shapes of boxes, men, ships, bird, butterflies, and fish.

Kites have served numerous purposes throughout recorded history. Benjamin Franklin's famous scientific experiment with kites proved that lightening was actually electricity.

* Encyclopedia Britannica, Volume 13, Encyclopedia Britannica, Inc., Chicago, 1973.

LANGUAGE:

Me gusta ir de pesca. . . . . .I like to go fishing.
(Meh goos'-tah eer deh pehs'-kah.)

Me gusta jugar a las damas. . . . . I like to play checkers.
(Meh goos'-tah hoo-gahr' ah lahs dah'-mahs.)

VOCABULARY AND EXPRESSIONS:

el campamento . . . . . camp
(ehl kahm-pah-mehn'-toh)

el descanso . . . . . rest
(ehl dehs-kahn'-soh)

la carrera . . . . . race
(lah kah-reh'-rah)

la cometa . . . . . kite
(lah koh-meh'-tah)

las responsabilidades . . . . . responsibilities
(lahs rehs-pohn-sah-bee-lee-dah'-dehs)

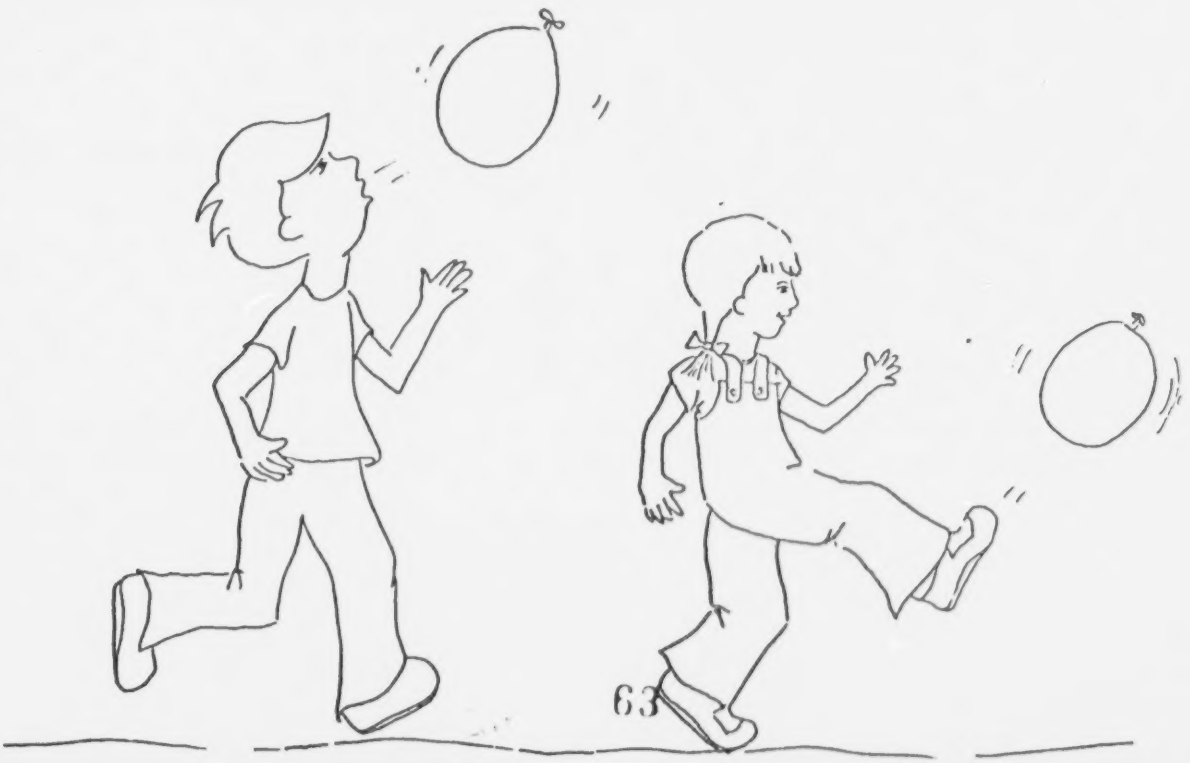
los fósforos . . . . . matches
(lohs fohs'-foh-rohs)

SUGGESTED GAMES AND ACTIVITIES:

BALLOON RACING

YOU NEED: Balloons.

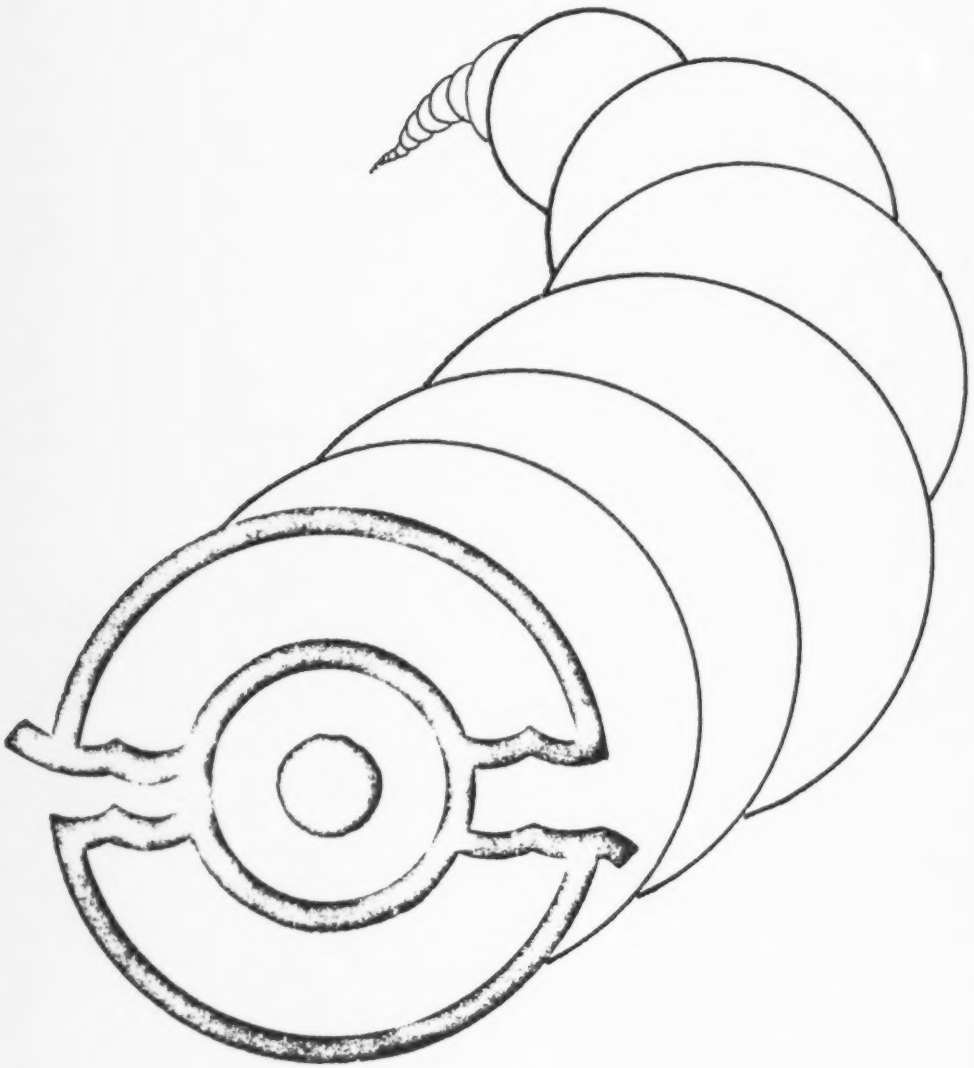
HOW TO DO IT: Do you ever play indoor games? Here is a fun game to try. The purpose of this game is to see who can get the first balloon across the finish line. They can kick them across or blow them or pat them with their hands. However, no one is allowed to hold a balloon and run with it in his hand. This game can be played as a group activity or as a relay race with teams of a few children.



NATURAL EN

58

VIRONMENT



NATURAL ENVIRONMENT
"IT'S OUR PLANET" – NE-27

MESSAGE:

Our planet Earth is one of nine planets in our solar system. As far as we know, it's the only planet where we have air to breathe, food to eat, and water to drink. But the universe is a vast ocean of space—almost beyond imagination. There is a good possibility that among the trillions of planets circling stars which are scattered throughout the universe, life does exist on some of them—if not many. But presently, Earth is the only planet where life exists as we know it, so we should take care of everything on it—all the plants and animals on the land and in the sea.

WHAT YOU'LL BE SEEING:

STANDARD OPENING: Villa Alegre Fireworks!

NATURAL ENVIRONMENT SLATE (E): (VTR)

AIS (E): Graphic symbols and animated action introduce the Natural Environment theme.

CON CUIDADO (B): Children learn that even animals in tidepools must be preserved. (VTR)

TIDEPOOLS (S): Children wonder what it's like to be a little plant in a tidepool. (F)

KEEP IT CLEAN (S): Discussion on how to protect our planet. (VTR)

ENDANGERED SPECIES (B): Pepe attempts to protect a whale by keeping it in his bathtub. (A)

KEEP IT CLEAN (E): Discussion on how to protect our planet. (VTR)

RECYCLING (B): Precolombo and Colombina explain recycling to Robot and take him to the plant to be fixed. (A)

ALL THE FISH IN THE SEA (B): Capitán tells children that they should always try to keep the world beautiful. (VTR)

FOOD CHAIN (B): Sr. Cuco shows Claudio the fascinating cycle that makes up the food chain. (A)

LIFE ON MARS (B): Earthlings wonder if there's life on Mars as Martians wonder if there's life on Earth. (VTR)

WIND POLLINATION (S): Flowers and grasses get help from the wind to spread their seeds. (F)

NUMBER 9 (S): Montage of nine's dissolve into nine candles. (A)

PLANET NUTS (E): Dog catches squirrel gathering nuts in La Tiendita. (VTR)

ARMONIA (E): Children work together to help clean up the world. (A)

POISONED AGAIN (B): Crow and Toucan have been sprayed by insecticide. (VTR)

AIS (S): Graphic symbols and animated action reinforce the Natural Environment theme.

STANDARD CLOSING: Villa Alegre Fireworks!

CULTURAL NOTES:

Pollution*

Today, because of industrial development, the environment is endangered by pollution. Pollution is the contamination of water, air, and land by wastes. Water is polluted by wastes which render it useless for drinking, irrigation or recreation. Air is polluted by gases, smoke, and dust. A polluted environment is the most dangerous and obvious threat to man's health. Water and air are also affected by thermal pollution which raises their temperature and in water especially threatens fish and other aquatic life. In recent years many steps have been taken to control pollution and restore the balance of nature in an attempt to maintain the rate of progress and to preserve the environment.

LANGUAGE:

¡Nuestro planeta es amigable! . . . . . .Our planet is friendly.
(¡Noo-ehs'-troh plah-neh'-tah ehs ah-mee-gah'-bleh!)

¡Nuestro planeta es hermoso! . . . . . Our planet is beautiful.
(¡Noo-ehs'-troh plah-neh'-tah ehs ehr-moh'-soh!)

VOCABULARY AND EXPRESSIONS:

el espacio . . . . . space
(ehl ehs-pah'-see-oh)

el hogar . . . . . home
(ehl oh-gahr')

el patio . . . . . yard
(ehl pah'-tee-oh)

las ballenas . . . . . whales
(lahs bah-yeh'-nahs)

limpio . . . . . clean
(leem'-pee-oh)

los insectos . . . . . insects
(lohs een-sehk'-tohs)

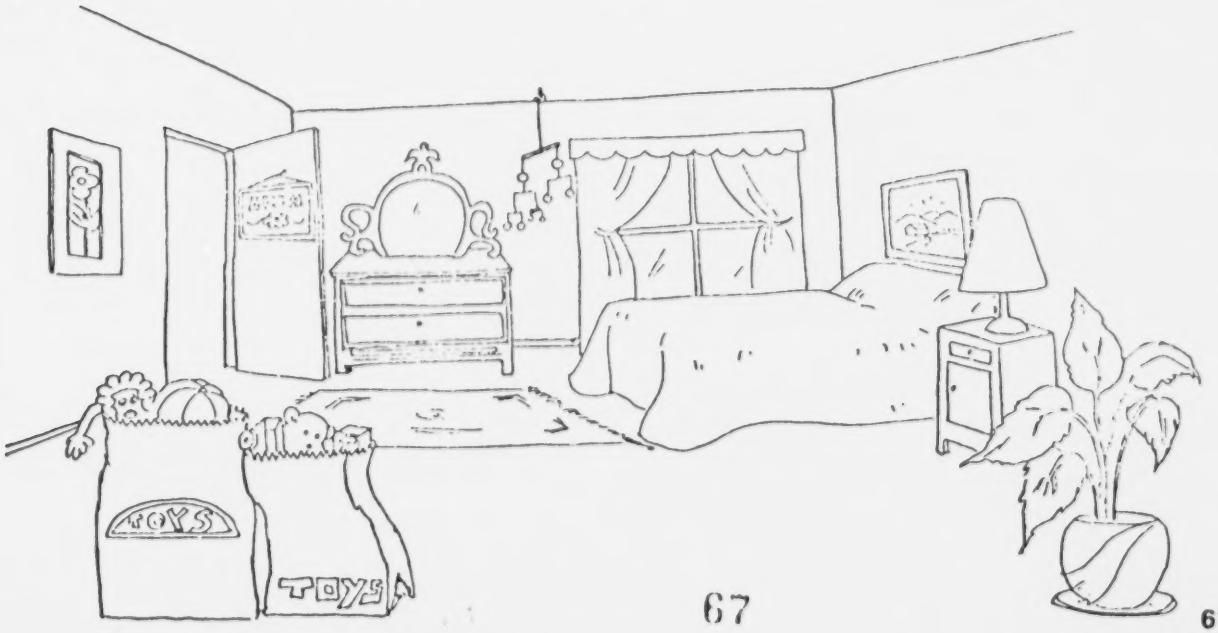
SUGGESTED GAMES AND ACTIVITIES:

IT'S OUR HOMESTEAD

YOU NEED: Construction paper, scissors, tape, felt-tip pens.

HOW TO DO IT: When you "homestead" a piece of land, you settle down on that land and make it yours. Your bedroom is yours, so you can say you've homesteaded it. What about your classroom? Even though other children and a teacher share it with you, it is still partly yours. Just as we must take care of our planet, we must also take care of, or improve, our homestead:

1. Make sure everything is in its right place.
2. Paint some pretty pictures and hang them on the walls.
3. Plants make a room look "alive", so start your own plants.
4. Hang a mobile in the window.
5. Write your name on a piece of construction paper and tape it to your door (or write your room number if you're improving your classroom).



NATURAL ENVIRONMENT
"FEATHERS, FUR AND PORCUPINE QUILLS" – NE-28

MESSAGE:

Every living thing has some way of protecting itself. Some living things are better protected than others. Birds have feathers; turtles have shells. Some living things can do different things with their bodies to protect themselves such as the skunk and the armadillo. People's bodies are not so well protected, but they depend more on the brain and their power to think in order to find ways of protecting themselves and other living things.

WHAT YOU'LL BE SEEING:

STANDARD OPENING: Villa Alegre Fireworks!

NATURAL ENVIRONMENT SLATE (E): (VTR)

AIS (E): Graphic symbols and animated action introduce the Natural Environment theme.

NATURAL DEFENSES (B): Child uses his senses to detect danger. (VTR)

ENDANGERED SPECIES (B): Pepe attempts to protect a whale by keeping it in his bathtub. (A)

SOME ANIMALS HAVE (E): Two children discuss how animals protect themselves. (VTR)

FLYING (B): Children talk about birds and wings and flying. (F)

SOME ANIMALS HAVE (S): Two children discuss how animals protect themselves. (VTR)

FOOD AND YOUR SENSES (B): Precolombo demonstrates how humans use all their five senses in their appreciation of food and their relationship to the world. (A)

CACTUS (B): Cactus tells child that he uses his thorns for protection. (VTR)

ARMONIA (S): Children work together to help clean up the world. (A)

MENAGERIE INTERVIEW (B): An alligator and skunk tell child interviewer why they protect themselves. (VTR)

FOOD EVOLUTION (B): Sr. Cuco explains how man first hunted animals, gathered and cooked food, and developed preserving techniques. (A)

HONEYBEES (E): We see the process of making honey, from gathering pollen to dripping honeycomb. (F)

CRABS LAUGH, TOO (B): Capitán tells of the time he was face to face with a deadly giant crab. (VTR)

COLD CROW (B): Crow, Scarecrow, and Toucan discuss how some animals protect themselves against the cold. (VTR)

ELENA'S MAIL REQUEST (E): Elena invites children to write in their comments about Villa Alegre. (VTR)

AIS (S): Graphic symbols and animated action reinforce the Natural Environment theme.

STANDARD CLOSING: Villa Alegre Fireworks!

CULTURAL NOTES:

Instinct*

Scientists have generally defined instinct as the complex behavior or behavioral urges that are shared by a common species. These instincts are innate. Instinctive behavior cannot occur completely until an organism has reached certain neuro-muscular maturity. A baby chick cannot peck perfectly until it has matured enough to control the movement of its head and to stand up. Some organisms cannot show complete instinctive behavior until certain conditions are present such as the female rat building a nest when it is pregnant. Animals also use their instincts to protect themselves from danger. Man also has instincts, but his life is usually so filled with learning that his instinctive basis is not easy to distinguish.

* Encyclopedia Americana, Volume 15, Americana Corp., New York, 1975.

LANGUAGE:

Algunos animales tienen conchas. . . . . .Some animals have shells.
(Ahl-goo'-nohs ah-nee-mah'-lehs tee-eh'-nehn kohn'-chas.)

Algunos animales tienen espinas. . . . . .Some animals have quills.
(Ahl-goo'-nohs ah-nee-mah'-lehs tee-eh'-nehn ehs-pee'-nahs.)

VOCABULARY AND EXPRESSIONS:

el cacto . . . . . cactus
(ehl kahk'-toh)

el cangrejo . . . . . crab
(ehl kahn-greh'-hoh)

el caparazón . . . . . shell
(ehl kah-pah-rah-sohn')

el lagarto . . . . . .alligator
(ehl lah-gahr'-toh)

el peligro . . . . . .danger
(ehl peh-lee'-groh)

las plumas . . . . . feathers
(lahs ploo'-mahs)

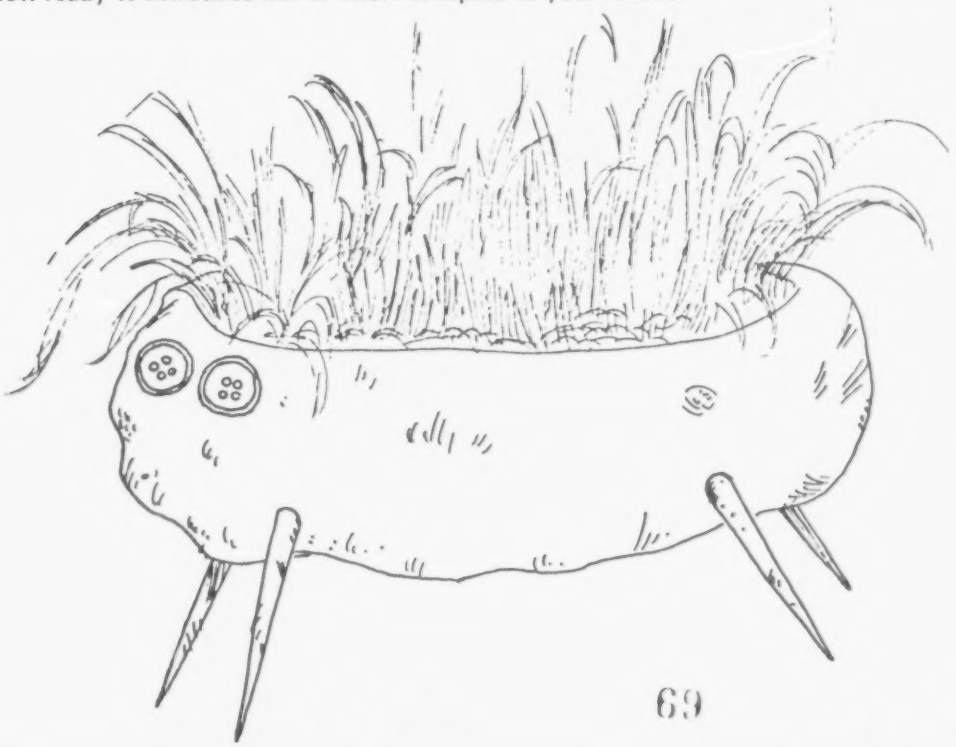
la tortuga . . . . . turtle
(lah tohr-too'-gah)

SUGGESTED GAMES AND ACTIVITIES:

PORCUPINE QUILLS

YOU NEED: Large potato, two buttons, toothpicks, mustard or grass seeds, glue, water, cotton.

HOW TO DO IT: Cut off one side of the potato and scoop the inside out. Glue the buttons on one end as eyes. Stick four toothpicks on the bottom to form legs. Now, put a piece of cotton inside the potato and put the seeds on top. Water the cotton right away and every day until the porcupine quills start popping up. You're now ready to introduce Mr. or Mrs. Porcupine to your friends.



NATURAL ENVIRONMENT
"HOW I SEE IT" – NE-29

MESSAGE:

Every person perceives things in his own unique way. Ask a group of people looking at a picture to describe it later and you will receive many diverse descriptions as well as meanings. Everyone tends to retain that which holds the most attraction. To a man lost in a desert, a "mirage" is as real as himself, although his eyes are just playing tricks on him. Perception depends on taste, experience and many times on first impressions. How do you see it?

WHAT YOU'LL BE SEEING:

STANDARD OPENING: Villa Alegre Fireworks!
NATURAL ENVIRONMENT SLATE (E): (VTR)
AIS (E): Graphic symbols and animated action introduce the Natural Environment theme.
COMO VEMOS LAS COSAS (B): Everyone sees something different in child's painting. (VTR).
FROM THE EARTH (B): A perky mole takes two children on a fantasy underground tour to show them how some minerals and metals are mined. (A)
I SEE A COW THIS WAY (S): Four children see a cow in four different ways. (VTR)
¿COMO ESTAS? BIEN, GRACIAS (S): Two men bump into each other. (A)
I SEE A COW THIS WAY (E): Four children see a cow in four different ways. (VTR)
ARMONIA (E): Children work together to help clean up the world. (A)
WHAT DOES IT LOOK LIKE? (B): Capitán tells of the time he thought his friend was a bear. (VTR)
LIGHT AND REFLECTIONS (E): The world of light and reflections is investigated at the Exploratorium. (F)
THE PENCIL (B): The Alter Ego reminds the little girl that stealing and borrowing are quite different. (A)
CRACKUP (B): Toucan and Crow crash in midair and can't agree on the reason for the crash. (VTR)
NUMBER 7 (S): Montage of seven's dissolves into seven candles. (A)
PAINTING PLANTS (B): Children learn to paint what they see. (VTR)
UP AND DOWN (B): Children discuss what is "up" and what is "down". (F)
TO ME IT'S BEAUTIFUL (B): Child sees everything much clearer by wearing eyeglasses. (VTR)
AIS (S): Graphic symbols and animated action reinforce the Natural Environment theme.
STANDARD CLOSING: Villa Alegre Fireworks!

CULTURAL NOTES:

Optical Illusions*

Illusions are incorrect perceptions. Usually we believe what we see because we see it. "I know it's true, because I see it's true." "Seeing is believing." It is believed that we are able to see because the retina of the eye sends signals in the form of electrical impulses along the optic nerve to the brain. The brain does not receive visual imagery—just a jumbled message from the eye—to be decoded, to be related to past visual messages, and finally to be transmitted as information about the world. This is the process which makes it possible for us to see and operate in the world. Visual perception, like thinking, tries to interpret our experience so we will understand it. Compared to our other ways of understanding the world, seeing is more reliable than most.

Much of what we see is based on our past experience. We are confused when we are placed in unfamiliar or ambiguous situations. If we don't have enough information, our eyes and brain can't relate to the experience.

* Encyclopedia Americana, International Edition, Volume 14, Americana Corp., New York, 1968.

LANGUAGE:

Todos vemos las cosas distintas. . . . . . **We all see things differently.**
(Toh'-dohs veh'-mohs lahs koh'-sahs dees-teen'-tahs.)

Todos tenemos nuestra propia opinión. . . . . . **We all have our own opinion.**
(Toh'-dohs ten-neh'-mohs noo-ehs'-trah proh'-pee-ah oh-pee-nee-ohn'.)

VOCABULARY AND EXPRESSIONS:

aparente . . . . . **apparent**
(ah-pah-rehn'-teh)

el testigo . . . . . **witness**
(ehl tehs-tee'-goh)

la miel . . . . . **honey**
(lah mee-ehl')

la parada ilegal . . . . . **illegal stop**
(lah pah-rah'-dah ee-leh-gahl')

los anteojos . . . . . **glasses**
(lohs ahn-teh-oh'-hohs)

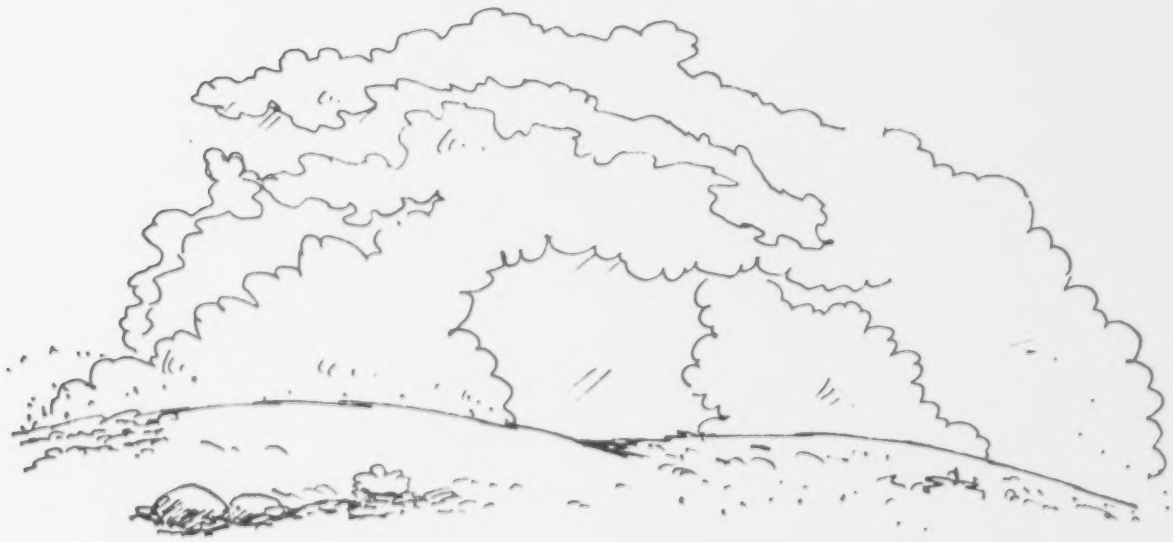
pintar . . . . . **to paint**
(peen-tahr')

SUGGESTED GAMES AND ACTIVITIES:

CLOUD FIGURES

YOU NEED: Imagination.

HOW TO DO IT: On a nice day when the clouds are out, go outside and sit on the ground or lie down. Look up at the clouds and let your imagination go. What do you see? A bear? A horse? Maybe a vase of flowers?



NATURAL ENVIRONMENT
"DEATH" – NE-30

MESSAGE:

Death means many things. How we view death depends largely on what we have learned from our family, our culture, and our religion. The average life span of people varies considerably in the world but is directly related to nutrition and health practices. Some causes of premature death are accidents, suicide, war, famine, illnesses, epidemics, and disasters. Have you ever been to a funeral?

WHAT YOU'LL BE SEEING:

STANDARD OPENING: Villa Alegre Fireworks!

NATURAL ENVIRONMENT SLATE (E): (VTR)

AIS (S): Graphic symbols and animated action introduce the Natural Environment theme.

LA VIDA (B): Child learns about life and death. (VTR)

MY PET ROVER (B): Children learn that fond memories keep things alive even if they are dead. (VTR)

LONELY SCARECROW (B): Scarecrow sings of his loneliness. (VTR)

BROTHER'S PICTURE (B): The Alter Ego and the little girl reflect on the value of memories of her dead brother. (A)

PLANTA MUERTA (B): Doña Luz explains that all life must end sometime. (VTR)

A VISIT TO GRANDPA'S HOUSE (B): A father takes his young son to visit his childhood home. (F)

ABUELITA LINDA (B): Elena shares memories of her grandmother with children. (VTR)

AIS (E): Graphic symbols and animated action reinforce the Natural Environment theme.

STANDARD CLOSING: Villa Alegre Fireworks!

CULTURAL NOTES:

Death

Man has always pondered his own mortality. Compared to other living things, man's life as he knows it on earth is relatively brief; redwood trees, for example, have lived for thousands of years. Most people would agree that death—that is, the end of one's physical state—is inevitable to all living things. But there are varying ideas as to what happens following physical death. Many cultures view death as an entry process to a new life experience. Fear of death in America is especially strong because the phenomenon is frequently masked by euphemisms. In times of disaster, death, like birth, becomes a common experience.

LANGUAGE:

Las flores mueren en el invierno. . . . . Flowers die in winter.
(Lahs floh'-rehs moo-eh'-rehn ehn ehl een-vee-ehr'-noh.)

Nunca olvidaré a mi abuelita. . . . . I'll never forget my grandmother.
(Noon'-kah ohl-vee-dah-reh' ah mee ah-boo-eh-lee'-tah.)

VOCABULARY AND EXPRESSIONS:

el bisabuelo . . . . . great-grandfather
(ehl bees-ah-boo-eh'-loh)

la pérdida . . . . . loss
(lah pehr'-dee-dah)

los fósiles . . . . . fossils
(lohs foh'-see-lehs)

los recuerdos . . . . . memories
(lohs reh-koo-ehr'-dohs)

morir . . . . . to die
(moh-reer')

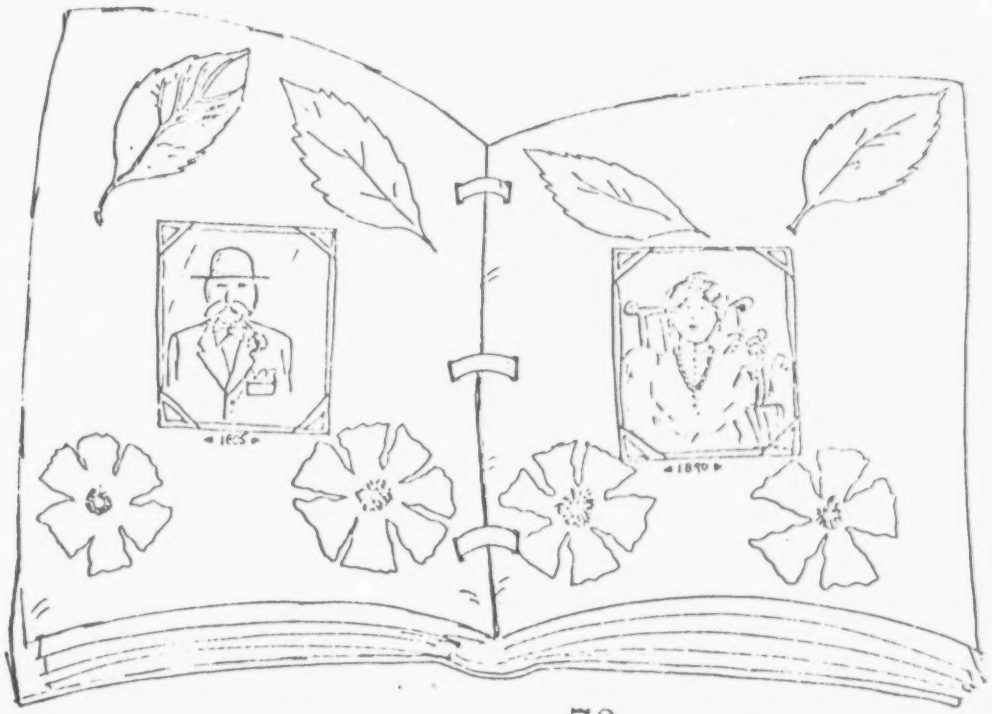
vivir . . . . . to live
(bee-beer')

SUGGESTED GAMES AND ACTIVITIES:

PHOTO ALBUM

YOU NEED: Wax paper, small leaves, glue, photo album.

HOW TO DO IT: The leaves of some trees fall. To preserve these leaves, cut them off the tree while they are still green and wrap them in wax paper. Now place them between the pages of a heavy book and leave them there for two to three weeks to dry. When they have dried, you can put them between photographs in your photo album.



MESSAGE:

When someone speaks of the Hawaiian Islands, everyone envisions paradise. Sandy beaches, luaus, hula dancers, sugar cane, and pineapples dance through our minds. But Hawaii is also a place where many cultures have learned to live in harmony while retaining the unique characteristics which were inherited from their ancestors. Have you ever been in Hawaii?

WHAT YOU'LL BE SEEING:

STANDARD OPENING: Villa Alegre Fireworks!

NATURAL ENVIRONMENT SLATE (B): (VTR)

AIS (E): Graphic symbols and animated action introduce the Natural Environment theme.

INVITATION/PREPARATION (B): Villa Alegre is declared Honolulu's sister city and arrangements are made for a visit to Honolulu. (VTR)

HELLO, HONOLULU (B): A salute to Honolulu is sung by Doña Luz and other Villa Alegre residents. (VTR)

CULTURAL CENTER GREETING (B): Similarities between Honolulu and many cities in South America are discussed. (VTR)

SAMOAN SLAP DANCE (B): Samoans perform a native dance. (VTR)

TREE CLIMBING (E): A Samoan demonstrates the art of climbing a coconut tree. (VTR)

COOKING COCONUT (E): The responsibilities of a Samoan father are explained. (VTR)

SAMOAN GIFT DANCE CEREMONY (E): A gift dance is performed. (VTR)

TAHITIAN CRAFTS DEMO (E): Tahitian girl shows how grass skirts and shell headdresses are made. (VTR)

SWEET WAHINE (B): Nephi and Elena sing a song of "lost love". (VTR)

MAORI DRUMS (E): A Maori warrior challenges Doña Luz. (VTR)

POI-MAKING (B): Poi-making is demonstrated. (VTR)

PIG CALL (B): A Marquesan man demonstrates how pigs are called. (VTR)

HULA DEMO (E): Villa Alegre residents learn how to dance the Hula. (VTR)

BOAT DANCE MONTAGE (E): A montage of several dances is seen. (VTR)

AIS (S): Graphic symbols and animated action reinforce the Natural Environment theme.

STANDARD CLOSING: Villa Alegre Fireworks!

CULTURAL NOTES:

Leis*

The Hawaiian lei is a flower necklace which symbolizes "Welcome to Hawaii". "Lei" is pronounced "lay". The ancient Polynesian discoverers and settlers of the Hawaiian Islands brought with them leis made of bits of coral or shark teeth. The oldest of the Hawaiian flower leis came from the maile leaf, the ginger flower, and the ilima, a blossom which symbolizes royalty.

In Honolulu, Maunakea Street is called the "Lei-Makers" Street. Most of the lei-makers are older women who dress in typical dresses ("muumuus") with flowers in their hair or around their hats. They line the street with their stands and place flowers in pans of water to keep them fresh. The flowers are strung into leis and sold to passersby. When a lei is placed around one's neck, it is the custom to kiss the giver.

* O'Neill, Hester, The Picture Story of Hawaii, David McKay Co., New York, 1950.

LANGUAGE:

Los hawaianos viven en armonía. . . . . . **Hawaiian people live in harmony.**
(Lohs hah-wah-ee-ah'-nohs bee'-behn ehn ahr-moh-nee'-ah.)

Los hawaianos aman sus tradiciones. . . . . . **Hawaiian people love their traditions.**
(Lohs hah-wah-ee-ah'-nohs ah'-mahn soos trah-dee-see-oh'-nehs.)

VOCABULARY AND EXPRESSIONS:

armonía . . . . . **harmony**
(ahr-moh-nee'-ah)

el alcalde . . . . . **mayor**
(ehl ahl-kahl'-deh)

el volcán . . . . . **volcano**
(ehl bohl-kahn')

la balsa . . . . . **raft**
(lah bahl'-sah)

la ciudad hermana . . . . . **sister city**
(lah see-oo-dahd' ehr-mah'-nah)

las jaulas de bambú . . . . . **bamboo cages**
(lahs hah-oo'-lahs deh bahm-boo')

las redes . . . . . **nets**
(lahs reh'-dehs)

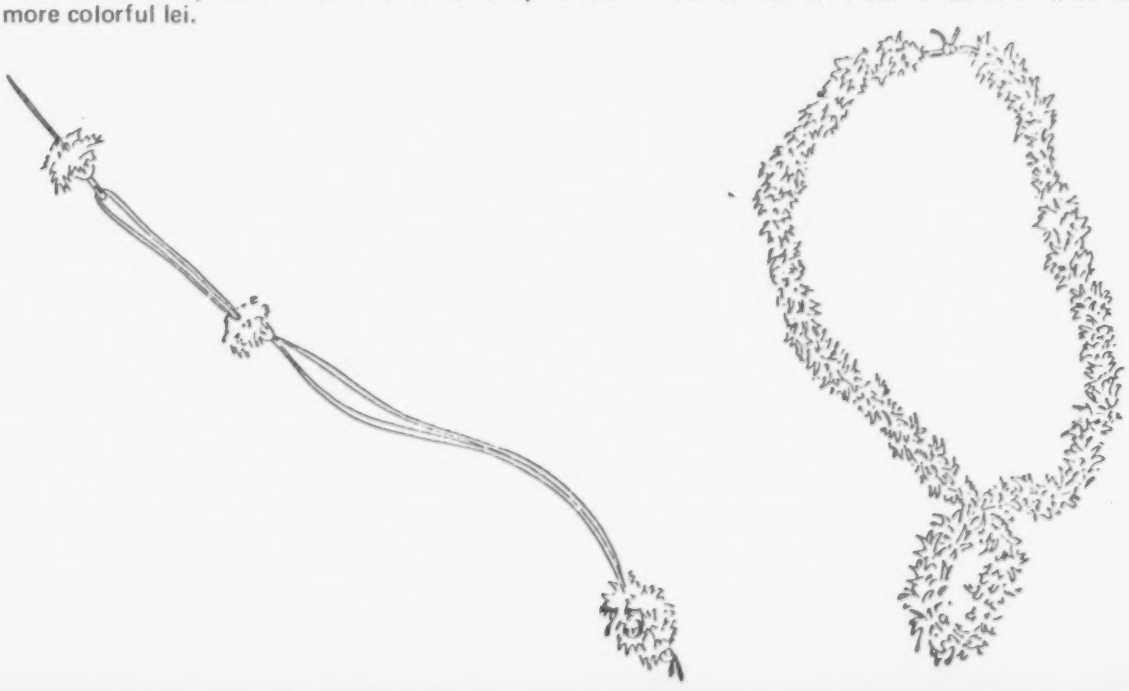
los tahitianos . . . . . **Tahitians**
(lohs tah-ee-tee-ah'-nohs)

SUGGESTED GAMES AND ACTIVITIES:

HAWAIIAN LEIS

YOU NEED: Two dozen flowers, thick thread, large needle.

HOW TO DO IT: One of the crafts that Hawaii is better known for is the lei. Here is a simple way to make one. Cut a piece of thick thread six feet long. Thread a needle through it, and bring the two ends of the thread together and tie a knot. Now stick the needle through the center of a flower and push the flower back onto the thread. Thread another flower, pushing it back onto the thread and continue until you've threaded all of the flowers. Now remove the needle from the thread, and bring the ends of the thread together and tie securely. Your Hawaiian lei is ready to wear. You can use different kinds of flowers to make a more colorful lei.



NATURAL ENVIRONMENT
"EL JARDIN" – NE-32

MESSAGE:

Gardens can be both practical and beautiful. People have cultivated hundreds of different kinds of flowers, fruits, herbs, and vegetables in their gardens. A garden can be no larger than a few plants on a window sill or it can be as immense as the gardens at Versailles, France. All gardens require care and the right amount of light, water, and food. Do you have a "green thumb"?

WHAT YOU'LL BE SEEING:

STANDARD OPENING: Villa Alegre Fireworks!

NATURAL ENVIRONMENT SLATE (E): (VTR)

AIS (E): Graphic symbols and animated action introduce the Natural Environment theme.

EL JARDIN (B): Elena tends her flower garden. (VTR)

FROM THE EARTH (B): A perky mole takes two children on a fantasy underground tour to show them how some minerals and metals are mined. (A)

WATER GARDEN (B): Elena teaches children how to make a water garden. (VTR)

HYDROPONIC FARMING (B): The fascinating world of hydroponic farming is explored. (F)

EL JARDIN DE MI ABUELITA (B): Doña Luz thinks back on her grandmother's garden. (VTR)

ARMONIA (S): Children work together to help clean up the world. (A)

VILLA ALEGRE'S BIRTHDAY (B): Preparations are underway for a celebration of Villa Alegre's birthday. (VTR)

BALANCE OF NATURE (B): An ancient robot tells of an ancient civilization. (A)

PLANT SALE (B): Children have a plant sale but will sell only to those that give the plants love and attention. (VTR)

HONEYBEES (S): We see the process of making honey, from gathering pollen to dripping honeycomb. (F)

KETCHUP DIET (B): Child catches a gopher in the garden who is nibbling on carrots. (VTR)

AIS (S): Graphic symbols and animated action reinforce the Natural Environment theme.

STANDARD CLOSING: Villa Alegre Fireworks!

CULTURAL NOTES:

Hydroponic Gardening*

Hydroponic gardening refers to growing plants in chemical and water solutions rather than in soil. The term "hydroponics" is derived from the Greek words meaning "working water". In this type of cultivation, plants can be grown directly in a solution of nutrients or in the sand or gravel to which the solution is added. Plants which are grown in hydroponic gardens need the same nutrition and amounts of air, water, and temperatures as do those grown in soil, and they are prone to the same types of diseases as soil-grown plants. The main advantage of hydroponic gardening is that high-yield crops can be grown in places where the soil is not rich enough or is too infested with disease for productive growth.

* San Francisco Chronicle, October 21, 1976; Encyclopedia Americana, Americana Corporation, New York, 1975.

LANGUAGE:

Ella siembra flores y helechos. . . . . She plants flowers and ferns.
(Eh'-yah see-ehm'-brah floh'-rehs ee eh-leh'-chohs.)

Ella siembra hierbas y especias. . . . . She plants herbs and spices.
(Eh'-yah see-ehm'-brah ee-ehr'-bas ee ehs-peh'-see-ahs.)

VOCABULARY AND EXPRESSIONS:

hidropónico . . . . . hydroponic
(ee-droh-poh'-nee-koh)

invernadero . . . . . hothouse
(een-behr-nah-deh'-roh)

las flores . . . . . flowers
(lahs floh'-rehs)

las verduras . . . . . vegetables
(lahs behr-doo'-rahs)

regar . . . . . to water
(reh-gahr')

sembrar . . . . . to plant
(sehm-brahr')

SUGGESTED GAMES AND ACTIVITIES:

MINIATURE TERRARIUM
(Figure A)

YOU NEED: Large empty jar with lid, empty tuna-fish can, soil, small plants, water.

HOW TO DO IT: Fill the empty tuna-fish can with soil. With your finger, put small holes in the soil for each of your plants. Put the plants into the hole and pack the dirt around them. Water them lightly so that the water doesn't run over the rim. Place the tuna-fish can in the lid of the jar and screw the jar onto the lid. You now have a very small terrarium and must watch it carefully. Since the moisture does not escape, you will not need to water your plants often.

WATCHING PLANTS DRINK WATER
(Figure B)

YOU NEED: Blue and red food coloring, celery, two glasses filled with water.

HOW TO DO IT: To see how plants carry water to their leaves, first take a stalk of celery and split it about half way up. Put red food coloring in one glass of water, and blue food coloring in the other, then one end of the celery in the glass filled with red water, and the other end in the glass filled with blue water. After several hours the leaves will begin to change colors and the veins in the stalk will begin to show the color of the water they are carrying. It's fun to watch the water being carried through the plant.

FIG. A

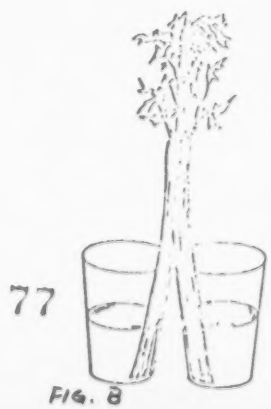


FIG. B

NATURAL ENVIRONMENT
"LOS SIETE MARES" – NE-33

MESSAGE:

Earth is a vast, water-covered planet in space. Only one-fourth of the earth's surface rises above its seas. Until this century, the only way to travel from one continent to another was by raft or ship. Brave explorers in small ships explored and charted the world and led the way for great migrations of people by sea to new lands such as the Americas and Australia. Many ships have met disaster and still remain at the bottom of the sea. Today, the seas are still important highways and invaluable resources for food and recreation.

WHAT YOU'LL BE SEEING:

STANDARD OPENING: Villa Alegre Fireworks!
NATURAL ENVIRONMENT SLATE (E): (VTR)
AIS (E): Graphic symbols and animated action introduce the Natural Environment theme.
SEVEN SEAS (B): Child loves the sea and thinks he might be a sailor when he grows up. (VTR)
THE MERMAID STORY (B): Sr. Cuco tells Gloria and Claudio the story of Serina the Mermaid. (A)
OUR MISSION HERITAGE (B): A review of early mission sites and the growth and harvesting of foods. (F)
SAIL THE SEAS (S): Using a map of the world, two children point out where they would like to sail. (VTR)
NUMBER 7 (S): Montage of seven's dissolves into seven candles. (A)
SAIL THE SEAS (E): Using a map of the world, two children point out where they would like to sail. (VTR)
TIDES (S): Ocean tides ebb and flow to the pull of the moon's gravity. (F)
ARMONIA (E): Children work together to help clean up the world. (A)
WIND (B): Children discuss what wind is and what it does. (F)
THE HIGH SEAS (B): Capitán tells of his days on the high seas. (VTR)
UNDERWATER STORY (B): Sr. Cuco explains the food value and farming techniques of seaweed. (A)
TIDEPOOLS (S): Two children wonder what it's like to be a little plant in a tidepool. (F)
HACE VIENTO (S): A man's hat is blown away by the wind. (A)
FLOATING (S): Children wonder what floating means. (F)
FOOL'S GOLD (B): Mario tries to separate gold from ocean water. (VTR)
AIS (S): Graphic symbols and animated action reinforce the Natural Environment theme.
STANDARD CLOSING: Villa Alegre Fireworks!

CULTURAL NOTES:

Mermaids and Mermen*

Mermaids and mermen were mythical creatures who were half human, half fish, and supposedly lived in the sea, although some were able to live on land. We can trace the origin of mermaids and mermen to the semifish gods of ancient religions such as the Chaldean seagod Ea (Oannes) or the Phoenician god Dagon who also had the head of a human and the tail of a fish. Another legend concerning mermaids and mermen is the American Indian legend about a man-fish who led the tribal ancestors from Asia to America. In European folklore, mermaids and mermen were thought to have magical powers, to love music, to have no soul, and to be long-lived although not immortal.

The folktales about mermaids and mermen are countless. Some include stories of mermaids marrying humans; others tell of their bringing disaster to sailors. Many people believed the stories were true; even recently there have been claims of sightings.

LANGUAGE:

Quiero navegar en el Mediterráneo. . . . . I would like to sail the Mediterranean Sea.
(Kee-eh'-roh nah-beh-gahr' ehn ehl Meh-dee-teh-rah'-neh-oh.)

Quiero navegar en el Pacífico. . . . . I would like to sail the Pacific Ocean.
(Kee-eh'-roh nah-beh-gahr' ehn el Pah-see'-fee-koh.)

VOCABULARY AND EXPRESSIONS:

el mar Amarillo . . . . . The Yellow Sea
(ehl mahr Ah-mah-ree'-yoh)

el mar Rojo . . . . . The Red Sea
(ehl mahr Roh'-hoh)

latitud . . . . . latitude
(lah-tee-tood')

longitud . . . . . longitude
(lohn-hee-tood')

marinero . . . . . sailor
(mah-ree-neh'-roh)

navegar . . . . . to sail
(nah-beh-gahr')

peces . . . . . fish
(peh'-sehs)

sirena . . . . . mermaid
(see-reh'-nah)

SUGGESTED GAMES AND ACTIVITIES:

GROWING SALT
(Figure A)

YOU NEED: Several porous stones, warm water, salt, vinegar, bowl.

HOW TO DO IT: Salt comes from the ocean, but here's how you can grow your salt: Put warm water in the bowl. Add salt, stirring so that it dissolves. (You can stop adding salt to the water when the salt no longer dissolves.) Add a tablespoon of vinegar (this will clean the stones). Now put your stones into the bowl and wait about a day. Salt crystals will appear at the top of each stone. What happens is that the salt water will flow up through the stones and when the water evaporates, it leaves the salt crystals on the stones. After a few days all the water will evaporate and you will have a very pretty garden of salt.

SAND FLOWERS
(Figure B)

YOU NEED: Sand, food coloring, paper bags, cardboard, glue, paper cups.

HOW TO DO IT: Put some sand in plastic bags and add a few drops of food coloring. Use two or three colors so that your flowers will be different colors. Now draw a flower on the cardboard. Pour some glue into the paper cup and, using the small brush, brush some glue onto the flower. Sprinkle one color of sand onto the glue and allow to dry. Shake off the sand that did not stick. Brush the glue onto the stem and leaves and sprinkle on a different color of sand and allow to dry as before. Shake off the remaining sand and you will have a sand flower.

FIG. A

FIG. B

NATURAL ENVIRONMENT
"MYSTERIES OF OUR TIME" – NE-34

MESSAGE:

A mystery is something which we can't understand or for which we have no explanation. Many countries have their own mysteries such as the Loch Ness Monster ("Nessie") of Scotland, "Big Foot" of the United States, the Abominable Snowman or Bearman of the Himalaya Mountains of Asia, and many more. Ghosts are mysteries which can be found throughout the world. Some ghosts are believed to inhabit places where people live and abandoned places such as houses, ships, etc. There are also mystery cities which people have searched for over hundreds of years which have never been found. Mysteries, like most other things, are part of nature, and, for this reason, we should learn to respect them and treat them objectively. Do you have a favorite mystery story?

WHAT YOU'LL BE SEEING:

STANDARD OPENING: Villa Alegre Fireworks!

NATURAL ENVIRONMENT SLATE (E): (VTR)

AIS (E): Graphic symbols and animated action introduce the Natural Environment theme.

BIGFOOT (B): Children believe they've seen Bigfoot. (VTR)

SHADOWS (E): The mystery and excitement of shadows is demonstrated at the Exploratorium by Mimo. (F)

A STORY OF CHIVALRY (B): Children enact the story of Billy Goat Gruff and the Troll. (VTR)

BEING ALONE (S): A child muses on how nice it is to be alone sometimes. (F)

BALANCE OF NATURE (B): An ancient robot tells of an ancient civilization. (A)

FLYING (B): Children talk about birds and wings and flying. (F)

THE FLYING DUTCHMAN (B): Capitán tells of the time he saw a ghost ship. (VTR)

ARMONIA (S): Children work together to help clean up the world. (A)

WHAT, ME SCARED? (B): Crow, Scarecrow and Toucan are terrified by something mysterious. (VTR)

CACTUS (E): Children learn that a cactus is a plant that grows in a desert and has prickly things all over. (F)

THE LOST CITY (B): Mario tells two children about the time he found the lost city of El Dorado and then lost it. (VTR)

NUMBER 5 (S): Montage of five's dissolves into five candles. (A)

MYSTERIOUS THINGS (E): A look at mysterious things. (VTR)

AIS (S): Graphic symbols and animated action reinforce the Natural Environment theme.

STANDARD CLOSING: Villa Alegre Fireworks!

CULTURAL NOTES:

El Dorado

El Dorado was the ruler of an Indian town near Bogotá, Colombia, who covered his body with gold dust during festivals and then washed it off by jumping into Lake Guatavita. The villagers threw jewels and gold into the lake after him. The Spanish Conquistadores became interested in searching for this "gilded man" from the stories they heard about him. In 1538, an unsuccessful search for him was begun by Spaniards from Peru and Germans from Venezuela. They searched the Bogotá highlands and never found El Dorado, but the Spaniards did succeed in obtaining rule over the area.

The name El Dorado came to mean a whole country of gold with Manoa and Omagua being its legendary cities, and people continued to search the Orinoco and Amazon Valleys. Among those who searched for these great cities were the famous Gonzalo Pizarro, Francisco de Orellana, Gonzalo Jimenez de Quesada, Sir Walter Raleigh, and Pero Coelho de Sousa. The search for great riches caused much of the exploration and conquest of America while the name El Dorado came to be recognized as any place where people can easily and quickly gain wealth.

LANGUAGE:

Los fantasmas son misteriosos. . . . . Ghosts are mysterious.
(Lohs fahn-tahs'-mahs sohn mees-teh-ree-oh'-sohs.)

Los gnomos son misteriosos. . . . . Trolls are mysterious.
(Lohs noh'-mos sohn mees-teh-ree-oh'-sohs.)

VOCABULARY AND EXPRESSIONS:

asustar . . . . . to frighten
(ah-soos-tahr')

el barco fantasma . . . . . ghost ship
(ehl bahr'-koh fahn-tahs'-mah)

el cucuy . . . . . Boogey man
(ehl koo-koo'-ee)

El Holandés Volador . . . The Flying Dutchman
(ehl oh-lahn-dehs' boh-lah-dohr')

las leyendas . . . . . legends
(lahs leh-yehn'-dahs)

los mitos . . . . . myths
(lohs mee'-tohs)

los monstruos . . . . . monsters
(lohs mohns'-troo-ohs)

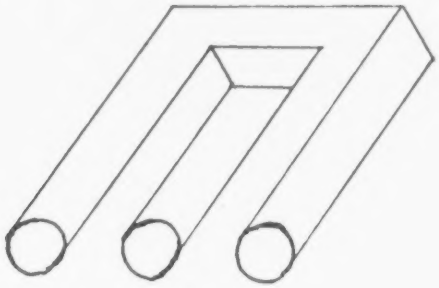
miedo . . . . . fear
(mee-eh'-doh)

SUGGESTED GAMES AND ACTIVITIES:

MYSTERY OR TEASER?

YOU NEED: Concentration.

HOW TO DO IT: Look very closely at the illustration. How many legs do you see? Show it to your friends. How long does it take them to figure it out?



MY MONSTER

YOU NEED: A good imagination, clay, paper and pencil (optional).

HOW TO DO IT: What do you imagine the scariest monster looks like? Using a piece of clay, shape your own monster and give him a name. Write or tell a story about your monster. Where does he live? What does he eat? Does he have a favorite pastime?

NATURAL ENVIRONMENT
"HOW OLD IS OLD?" – NE-35

MESSAGE:

"Old" is a measure of time. Some objects increase in value with age while others are worn out and discarded. In modern times, the longevity or life span of people has increased dramatically. We can look forward to long, healthy, and active lives. Gerontologists, people who study the science of aging, tell us that you are as old as you feel. How old are you?

WHAT YOU'LL BE SEEING:

STANDARD OPENING: Villa Alegre Fireworks!

NATURAL ENVIRONMENT SLATE (E): (VTR)

AIS (E): Graphic symbols and animated action introduce the Natural Environment theme.

JOVEN O VIEJO (B): A child is confused about what "old" really means. (VTR)

MEASURING TIME (B): Precolombo shows how practical and useful primitive methods of measuring time can be. (A)

ATTIC SALE (B): Children hold bazaar in which they sell antiques. (VTR)

ONE OF A KIND (E): A tour of old and special places points out the craftsmanship of things that are one of a kind. (F)

NEW AND OLD (S): Two children compare old things and new things. (VTR)

NUMBER 10 (S): Montage of ten's dissolves into ten candles. (A)

AN OLD LINEAGE (B): Two children learn that blood lines go back thousands of years. (VTR)

ABUELITA (B): Food, love and good times reveal a little girl's wonderful relationship with her grandmother. (F)

THE BOOK (B): Child receives a very old edition of "Moby Dick" for her birthday. (VTR)

NUMBER 10 (E): Montage of ten's dissolves into ten candles. (A)

OLD YEAR' NEW YEAR (B): Old Man Year tells the child New Year about the things he encountered during the past year. (VTR)

AIS (S): Graphic symbols and animated action reinforce the Natural Environment theme.

STANDARD CLOSING: Villa Alegre Fireworks!

CULTURAL NOTES:

Aging*

In many societies, the aged achieve a high social status of respect. In others, they are viewed as a burden on the younger age groups, giving age a negative connotation. In America, where the system emphasizes youth and advancement, the aging process cuts people off from the mainstream of society through mandatory retirement systems and a general fear of death. This leads to a loss of status and sometimes a loss of human dignity. Aging is easiest when people rechannel themselves into endeavors commensurate with their abilities.

* Sills, David, Editor, International Encyclopedia of the Social Sciences, Volume 1, MacMillan Co. and The Free Press, 1968.

LANGUAGE:

Este es un radio viejo. . . . . This is an old radio.
(Ehs'-teh ehs oon rah'-dee-oh bee-eh'-hoh.)

Este es un zapato nuevo. . . . . .This is a new shoe.
(Ehs'-teh ehs oon sah-pah'-toh noo-eh'-boh.)

VOCABULARY AND EXPRESSIONS:

abuelito . . . . . .grandfather
(ah-boo-eh-lee'-toh)

antepasados . . . . . ancestors
(ahn-teh-pah-sah'-dohs)

antigüedades . . . . . .antiques
(ahn-tee-goo-eh-dah'-dehs)

el año pasado . . . . . .last year
(ehl ahn'-yoh pah-sah'-doh)

el cumpleaños . . . . . .birthday
(ehl coom-pleh-ahn'-yohs)

joven . . . . . .young
(hoh'-behn)

la historia . . . . . history
(lah ees-toh'-ree-ah)

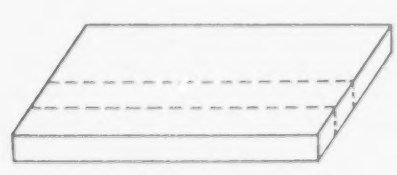
recuerdos . . . . . .memories
(re-koo-ehr'-dohs)

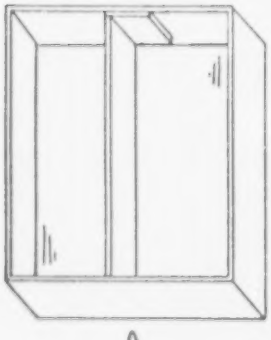
SUGGESTED GAMES AND ACTIVITIES:

TREASURE BOX

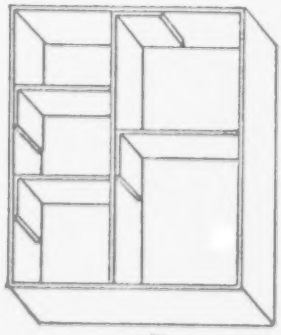
YOU NEED: Medium-size flat box, scissors, poster paints, glue, several small treasures, picture hangers.

HOW TO DO IT: This treasure box will display all your favorite "old things". Paint the top half of the box in a light color on the inside and a darker color on the outside. Cut a strip out of the top of the box and glue into the center of the box as seen in Figure A. Cut three or four more strips and glue across the box, from center "wall" to outside "wall" (Fig. B). Now, glue your favorite treasures into the windows and allow to dry. Put a stick-on picture hanger onto the back of the box and hang on any wall.

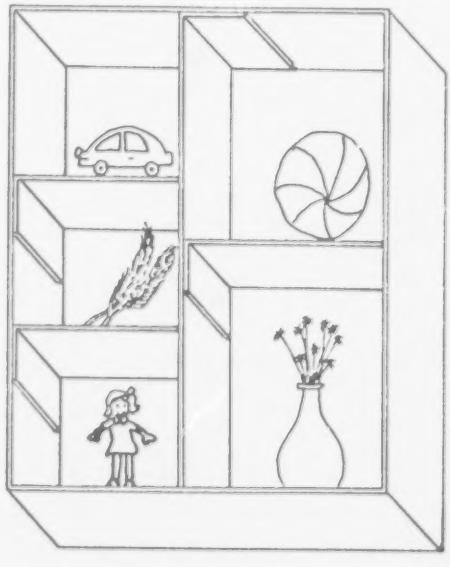




A



B



NATURAL ENVIRONMENT
"WATER IN THE AIR" – NE-36

MESSAGE:

Water is in the air at all times. We can see water in its forms of dew, frost, snow, rain, mist, rainbows, and clouds, and many times when we can't see water, we can still feel it. This happens when the humidity or water content of the air increases along with high temperatures. Where does rain go?

WHAT YOU'LL BE SEEING:

STANDARD OPENING: Villa Alegre Fireworks!

NATURAL ENVIRONMENT SLATE (E): (VTR)

AIS (E): Graphic symbols and animated action introduce the Natural Environment theme.

GOTITA DE AGUA (B): Two children wish the rain would stop so they can play ball. (VTR)

HYDROPONIC FARMING (S): The fascinating world of hydroponic farming is explored. (F)

SCUBA DEW (S): The different forms of water are seen. (VTR)

ESTA LLOVIENDO (S): A cloud rains on a man. (A)

FOG (B): While on a fishing trip, Capitán, Mario, and children find themselves surrounded by fog. (VTR)

TIDES (S): Ocean tides ebb and flow to the pull of the moon's gravity. (F)

SEEDING THE CLOUDS (B): Toucan and Crow seed the clouds and cause rain to fall on the dry cornpatch. (VTR)

WIND AND THE SHEPHERD (B): A father tells his son the story of the shepherd boy who freed the North Wind from captivity. (VTR)

RAINBOW (B): Children enjoy a sun shower and rainbow. (VTR)

AIS (S): Graphic symbols and animated action reinforce the Natural Environment theme.

STANDARD CLOSING: Villa Alegre Fireworks!

CULTURAL NOTES:

Snow*

Snow is frozen water vapor and can be found in the form of flakes, clusters or ice crystals. Snow crystals change structure and design from the pressure of the weight and temperature of the mass of fallen snow, and become a mixture of crystallized ice granules. Snow crystals often fall to the ground as individual units, but in warmer climates the crystals stick together as they fall to earth. These "snowflakes" can be as large as the palm of one's hand.

The final form of a snow crystal is determined by how quickly the crystal falls through the air and upon the temperature of the air. The different forms of snow crystals can change their shapes if the temperature is changed by one degree Centigrade. For example, if a snow crystal is in the form of a needle at -3 degrees C. and the air temperature changes to -2 degrees C., the crystal will stop growing as a needle, and a plate will grow at the tip. Because of these changes in the crystal, temperature conditions of the air can be measured.

* Compton's Encyclopedia, F. E. Compton Co., Division of Encyclopedia Britannica, New York, 1974.

LANGUAGE:

La neblina es agua en el aire. . . . . Mist is water in the air.
(Lah neh-blee'-nah ehs ah'-goo-ah ehn ehl ah'-ee-reh.)

El vapor es agua en el aire. . . . . Vapor is water in the air.
(Ehl bah-pohr' ehs ah'-goo-ah ehn ehl ah'-ee-reh.)

VOCABULARY AND EXPRESSIONS:

el arcoiris . . . . . rainbow
(ehl ahr-koh-ee'-rees)

el hielo seco . . . . . dry ice
(ehl ee-eh'-loh seh'-koh)

la escarcha . . . . . frost
(lah ehs-kahr'-chah)

la lluvia . . . . . rain
(lah yoo'-bee-ah)

la niebla . . . . . fog
(lah nee-eh'-blah)

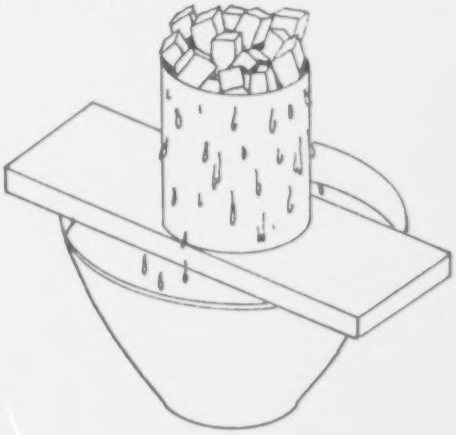
la nieve . . . . . snow
(lah nee-eh'-beh)

SUGGESTED GAMES AND ACTIVITIES:

MAKING RAIN

YOU NEED: A tin can or cup, water, ice, a bowl of warm water, board.

HOW TO DO IT: To understand how rain falls, put warm water in the bowl and place the board across the top of the bowl. Fill a tin can or cup with water and ice and put it over the bowl of warm water. Shortly the water in the warm air will collect in drops on the cold can. The drops may fall into the dish as rain which is formed when water condenses.



USES OF WATER

YOU NEED: One or more children.

HOW TO DO IT: Have children name or list the many different uses of water, i.e., to drink, to bathe, to bathe pet, to water lawn or plants, to clean floors, to ski on or to make snowmen out of (snow), to brush teeth, etc.

NATURAL ENVIRONMENT
"SEASONS TAKE TURNS" – NE-37

MESSAGE:

The earth revolves around the sun and creates the seasons with their unique weather conditions. The area of the earth that is closest to the sun at any given time is the area that enjoys summer. In the northern part of the earth, winter begins about December 21, but that's when the sun is closer to the southern part of the earth and summer begins there. The weather conditions resulting from the various seasons produce the proper living conditions for all living things. People, plants, and animals depend on the seasons for food and growth. Have you ever had spring fever?

WHAT YOU'LL BE SEEING:

STANDARD OPENING: Villa Alegre Fireworks!

NATURAL ENVIRONMENT SLATE (E): (VTR)

AIS (E): Graphic symbols and animated action introduce the Natural Environment theme.

LAS ESTACIONES (B): Child learns about the four seasons. (VTR)

ARMONIA (E): Children work together to help clean up the world. (A)

HAPPY SEASONS (E): Children talk about their favorite season. (VTR)

HACE VIENTO (S): A man's hat is blown away by the wind. (A)

HAPPY SEASONS (S): Children talk about their favorite season. (VTR)

WIND (B): Children discuss what wind is and what it does. (F)

OFF SEASON PRICES (B): Doña Luz explains why prices change with the seasons. (VTR)

FOOD AND YOUR SENSES (B): Precolombo demonstrates how humans use all their five senses in their appreciation of food and their relationship to the world. (A)

AND THEY SAY WE'RE FUNNY (B): Discussion about how people change with the weather. (VTR)

TIDES (S): Ocean tides ebb and flow to the pull of the moon's gravity. (F)

WHY WINTER? (B): Child learns that winter is an important season of the year. (VTR)

HONEYBEES (S): We see the process of making honey, from gathering pollen to dripping honey comb. (F)

ESTA LLOVIENDO (S): A cloud rains on a man. (A)

THE FOUR SEASONAL QUADRANTS (E): Pen pals write about the seasons in their countries. (VTR)

AIS (S): Graphic symbols and animated action reinforce the Natural Environment theme.

STANDARD CLOSING: Villa Alegre Fireworks!

CULTURAL NOTES:

Seasons*

Seasons are parts of the year characterized by their temperatures. The seasons change as the earth moves around the sun in the course of a year. From about March 21 to September 23, more of the Northern than the Southern Hemisphere faces toward and is warmed by the sun. This is reversed from September 23 to March 21. Therefore, in the Northern Hemisphere, the seasons are Spring, March 21 to June 22; Summer, June 22 to September 23; Autumn, September 23 to December 22; and Winter, December 22 to March 21. This is reversed in the Southern Hemisphere. Seasons are determined by the changes in the lengths of days and nights. Winter days are short and nights long because of the variation in the length of daylight period. These changes alter the amount of heat received by the earth at certain times of the year which affects termperatures.

* The New International Encyclopedia, Volume 20, Dodd, Mead & Co., New York, 1930.

LANGUAGE:

Esquiar en la nieve me hace feliz. . . . . Snow skiing makes me happy.
(Ehs-kee-ahr' ehn lah nee-eh'-beh meh ah'-seh feh-lees'.)

Rastrillar las hojas me hace feliz. . . . . Raking the leaves makes me happy.
(Rahs-tree-yahr' lahs oh'-hahs meh ah'-seh feh-lees'.)

VOCABULARY AND EXPRESSIONS:

el calor . . . . . heat
(ehl kah-lohr')

el frĭo . . . . . cold
(ehl free'-oh)

el invierno . . . . . winter
(ehl een-bee-ehr'-noh)

el otoño . . . . . fall
(ehl oh-tohn'-yoh)

el verano . . . . . summer
(ehl beh-rah'-noh)

el verano indio . . . . . Indian summer
(ehl beh-rah'-noh een'-dee-oh)

la primavera . . . . . spring
(lah pree-mah-beh'-rah)

las estaciones . . . . . seasons
(lahs ehs-tah-see-oh'-nehs)

SUGGESTED GAMES AND ACTIVITIES:

THE FOUR SEASONS

YOU NEED: Paper, pencils, crayon.

HOW TO DO IT: Have the children draw a picture of the four seasons. What does each season mean to them? Snow in the winter? Falling leaves in the autumn? Flowers in the spring? Swimming in a river in the summer? After they've finished drawing, have them compare their pictures and see what each child remembers of the season.

TEMPERATURE CHART

YOU NEED: Thermometer, paper, pencil or felt-tip pen.

HOW TO DO IT: First, place the thermometer outside in a place where you will have easy access to it during the next several weeks. After you've done that, draw a temperature chart as in the illustration below. Now you're ready to start charting temperature changes. Every day check the temperature on the thermometer at 12:00 noon, and write it in your chart. If you keep this chart up during the changes of seasons, you will see drastic changes in temperature.

TEMPERATURE CHART

DATE	12 P.M.	DATE	12 P.M.
Sept. 9	74°	July 8	98°
Sept. 10	69°	July 9	96°
Sept. 11	69°	July 10	89°
Sept. 12	68°	July 11	88°
Sept. 13	72°	July 12	90°
Sept. 14	67°	July 13	87°
		July 14	86°

NATURAL ENVIRONMENT
"LA LUZ" – NE-38

MESSAGE:

Light is an important resource for every living thing on the earth. It is invisible, yet without it we couldn't see anything. Light provides us the opportunity to see and study objects, to explore and create, and to run and play with our friends. Sunlight helps people, plants, and animals grow. It also is the means for our being able to move easily from place to place, to ride a bicycle or to see one another. Can you imagine what it would be like without any light at all?

WHAT YOU'LL BE SEEING:

STANDARD OPENING: Villa Alegre Fireworks!
NATURAL ENVIRONMENT SLATE (E): (VTR)
AIS (E): Graphic symbols and animated action introduce the Natural Environment theme.
LAS LUCES (B): Elena tells children that watching the eclipse is dangerous to the eyes. (VTR)
LIGHT AND REFLECTION (E): The world of light and reflections is investigated at the Exploratorium. (F)
ECLIPSE (B): Scarecrow tells Crow and Toucan what a solar eclipse is. (VTR)
SUN PEOPLE (B): Sr. Cuco explains how some ancient people worshipped the sun. (A)
SMILE LIGHT (B): Two children talk about different kinds of light. (VTR)
ARMONIA (S): Children work together to help clean up the world. (A)
LIGHTHOUSE (B): Capitán tells of his dream in which he and his crew were saved by the light of a lighthouse. (VTR)
COMPUTER NUMBERS 1-20 (S): The numbers 1 to 20 appear in order, one at a time. (A)
SHADOWS (S): The mystery and excitement of shadows is demonstrated at the Exploratorium by Mimo. (F)
HEADLIGHTS (B): Elena helps children find proper lights for their soapbox car. (VTR)
NUMBER 3 (S): Montage of three's dissolves into three candles. (A)
ENERGY CRISES (B): Villa Alegre is preparing for two days without electricity. (VTR)
HANDS AND FEET (B): Montage of scenes showing hands and feet. (F)
BUENOS DIAS (S): A man watches a sunrise. (A)
EYEGLASSES (B): Young girl learns that the gopher took her eyeglasses so that he could see better. (VTR)
AIS (S): Graphic symbols and animated action reinforce the Natural Environment theme.
STANDARD CLOSING: Villa Alegre Fireworks!

CULTURAL NOTES:

Rainbow*

A rainbow is a colored arc in the sky which is seen opposite the sun. When the sun shines while it is raining, a rainbow can be formed; each single rain drop acts as a prism by refracting the light ray and dispersing its colors. The rays are reflected and emitted. The rainbow is considered one of the most beautiful examples of atmospheric effects.

The colors of the rainbow appear like a spectrum, but the colors usually blend into each other. They are always arranged in a definite order—red, orange, yellow, green, blue, violet and indigo, but when they become mixed, all colors are not always present. The center of the arc of all rainbows is always on a straight line extended from the sun to the observer.

At sunrise and sunset, an observer will view the rainbow as a semicircular arc since the axis of the rainbow is parallel to the horizon. If the sun is high, it is seen low near the horizon and is less than a semicircle. Rainbows are formed by countless water drops so that from even a slightly different place no two persons can see the exact same rainbow; however, the same effect can be seen by all.

* Collier's Encyclopedia, Volume 3, Crowell-Collier Educational Corp., New York, 1968.

LANGUAGE:

Las bombillas eléctricas dan luz. . . . . Lightbulbs give light.
(Lahs bohm-bee'-yahs eh-lehk'-tree-kahs dahn loos.)

Las lámparas de kerosene dan luz. . . . . Kerosene lanterns give light.
(Lahs lahm'-pah-rahs de keh-ro-seh'-neh dahn loos.)

VOCABULARY AND EXPRESSIONS:

el eclipse . . . . . .eclipse
(ehl eh-kleep'-seh)

el faro . . . . . .lighthouse
(ehl fah'-roh)

el prisma . . . . . prism
(ehl prees'-mah)

la fuente . . . . . .source
(lah foo-ehn'-te)

la linterna eléctrica . . . . . flashlight
(lah leen-tehr'-nah eh-lehk'-tree-kah)

las luciérnagas . . . . . fireflies
(lahs loo-see-ehr'-nah-gahs)

las velas . . . . . candles
(lahs beh'-lahs)

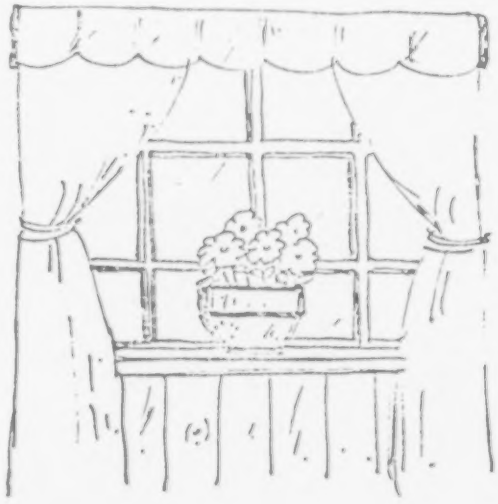
oscuro . . . . . .dark
(ohs-koo'-roh)

SUGGESTED GAMES AND ACTIVITIES:

SUNLIGHT AND PLANTS

YOU NEED: Two small plants, preferably of the same kind and size.

HOW TO DO IT: All things need sunlight to grow. To see how important it is for plants to get plenty of sunlight, put one plant on a porch or near a window and the other plant in a closet or any other place where it gets no sunlight. After a week or two you will see quite a difference! The plant which got a lot of sunlight will be growing faster and look greener than the plant without sunlight.



NATURAL ENVIRONMENT
"ALOHA, HONOLULU! PART II" – NE-39

MESSAGE:

Honolulu is the biggest city in the Hawaiian Islands. It is a very important city with a large seaport and many industries. It is not only the hub of the southern Pacific islands, but it is also an important tourist center for people from all over the world. Honolulu has proclaimed Villa Alegre its sister city. All of the Villa Alegre residents traveled to Hawaii to accept the honor and to learn more of this cultural paradise. Would you like to come along?

WHAT YOU'LL BE SEEING:

STANDARD OPENING: Villa Alegre Fireworks!

NATURAL ENVIRONMENT SLATE (E): (VTR)

AIS (S): Graphic symbols and animated action introduce the Natural Environment theme.

PARADISE IS HAWAII (B): Elena sings of the paradise-like qualities of Hawaii. (VTR)

TAHITIAN DANCERS (E): A Tahitian dance is performed at a luau. (VTR)

HAPPY GO LUCKY (E): Hawaiian entertainers sing a happy song. (VTR)

WATERFALL INTRO (B): Elena and Rafael cannot be found. (VTR)

LOVE IS ILLUSION (B): Elena and Rafael sing a beautiful love song. (VTR)

HAWAIIAN MONTAGE (B): A montage of Hawaii's attractions is seen. (VTR)

HAWAIIAN ALPHABET (B): The Spanish and Hawaiian alphabets are compared. (F)

MARIA'S PARADISE (B): Maria sings about Paradise. (F)

MAYOR FASI'S INTERVIEW (B): The Mayor of Honolulu declares his city and Villa Alegre "sister cities". (F)

T-SHIRT EXCHANGE (B): Villa Alegre children give their hosts Villa Alegre T-shirts in exchange for mumu's. (VTR)

WAIKIKI (E): Nephi sings a luau song. (VTR)

MY HAWAII (E): Entertainers sing a beautiful Hawaiian song. (VTR)

AIS (E): Graphic symbols and animated action reinforce the Natural Environment theme.

STANDARD CLOSING: Villa Alegre Fireworks!

CULTURAL NOTES:

Food for Kings*

As far back as the fifteenth century, the commoners of Hawaii built ponds along the shallow shores of the Hawaiian Islands to trap fish of many kinds. They maintained and stocked the ponds with fish that they fattened to satisfy the appetites of their kings and rulers.

Ruins of these royal fishponds can be found all over the islands, but most of them are located on Molokai. These ponds were closed in by walls of coral or basalt that ranged from 2' to 5½' wide and sometimes up to 2,000' long. These shallow ponds were broken up by wooden grates which allowed fish to swim into a pool to feed upon the microscopic food supply growing on the 3' deep bottom.

Most of Molokai's fishponds have been destroyed, but today a few ponds still yield many fish, like those of the ancient ponds. Even oysters and clams have been successfully grown in some of these ponds. Two of the largest and most outstanding constructions, Keawanui and Ualapue ponds, are now parts of a national historical site. Keawanui has a 2,000' long wall and covers 54½ acres.

* Krell, Dorothy N., Editor, Hawaii: A Guide to All the Islands, Lane Books, Menlo Park, California, 1975.

LANGUAGE:

El pueblo hawaiano es hermoso. . . . . The Hawaiian people are beautiful.
(Ehl poo-eh'-bloh hah-wah-ee-ah'-noh ehs ehr-moh'-soh.)

El pueblo hawaiano es como el de Villa Alegre. . . . . The Hawaiian people are like Villa Alegre's.
(Ehl poo-eh'-bloh hah-wah-ee-ah'-noh ehs koh'-moh ehl deh Bee'-yah Ah-leh'-greh.)

VOCABULARY AND EXPRESSIONS:

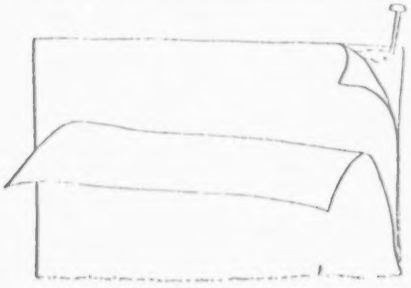
HAWAIIAN	SPANISH	ENGLISH
Honolulu (Hoh-noh-loo'-loo)	puerto (poo-ehr'-toh)	port
kane (kah'-neh)	hombre (ohm'-breh)	man
mahalo (mah-hah'-loh)	gracias (grah'-see-ahs)	thank you
malahine (mah-lah-hee'-nee)	visitante (bee-see-tahn'-teh)	visitor
mauna (mah'-oo-nah)	montaña (mohn-tahn'-yah)	mountain
napua (nah-poo'-ah)	flor (flohr)	flower
wahine (oo-ah-hee'-nee	mujer (moo-hehr')	woman

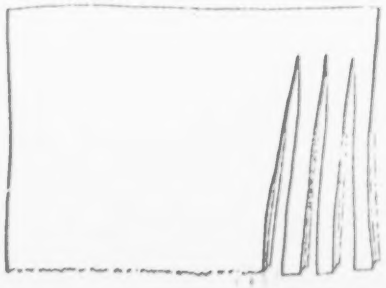
SUGGESTED GAMES AND ACTIVITIES:

GRASS (NEWSPAPER) SKIRT

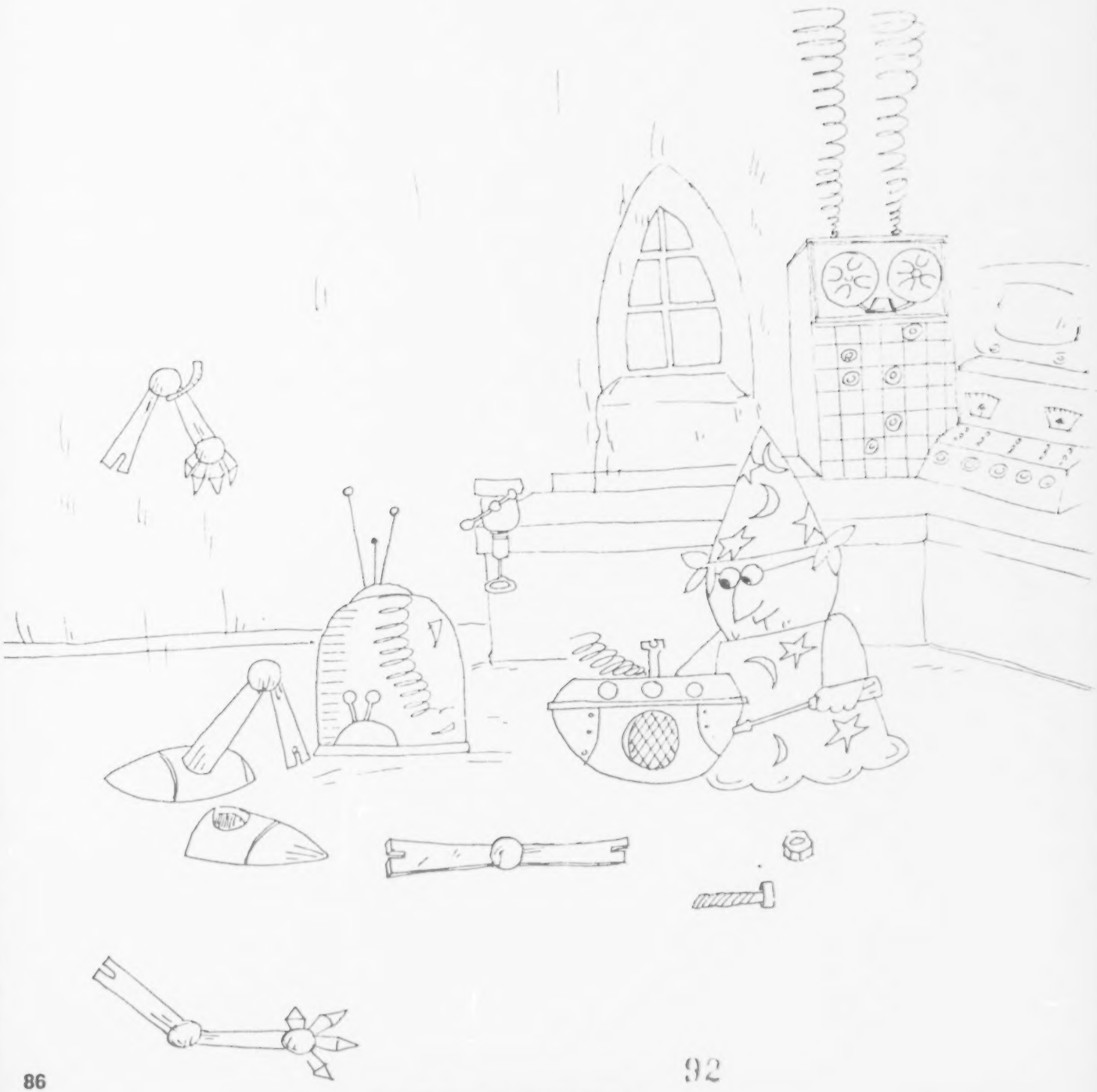
YOU NEED: Three full sheets of newspaper, paints, scissors, tape, glue.

HOW TO DO IT: Paint the three sheets of paper in different shades of green. Now place the three sheets one on top of the other and glue them together at one end lengthwise (Fig. A). Cut the sheets from the open side to about three inches from the glued side (Fig. B). Now put the "grass" skirt around your waist and tape the ends together (Fig. C).



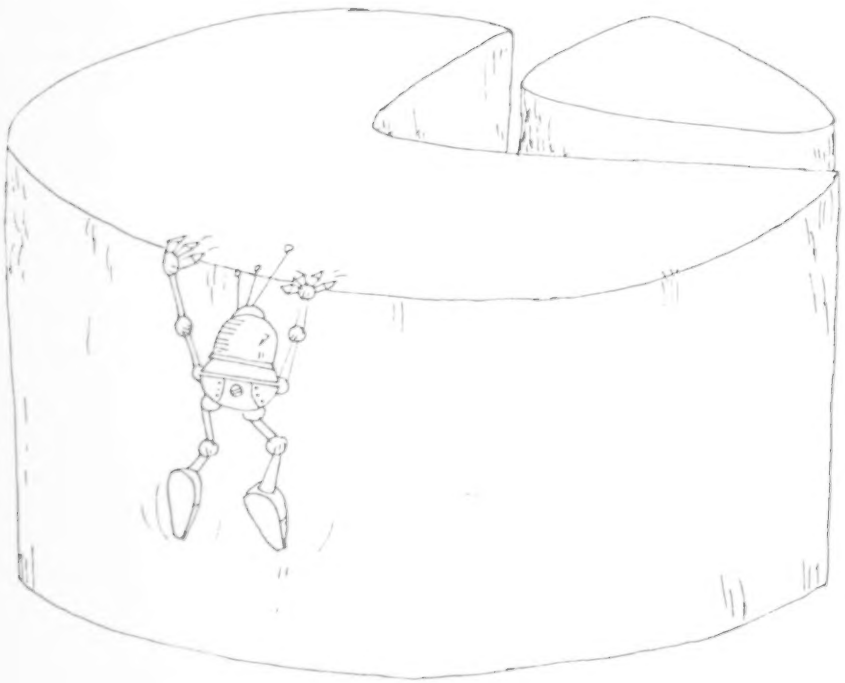


HUMAN-MA



BEST COPY AVAILABLE

DE OBJECTS



93

HUMAN-MADE OBJECTS
"LAS MANOS" – O-27

MESSAGE:

Our hands are part of our body. They help us do many things like feed and dress ourselves. We use our hands to help us communicate with one another through gestures. Some people who can't hear properly only communicate with their hands by using sign language. We use our hands to help us run, perform physical exercises, and dance. In many cultures hands are used in dancing to tell special stories. What special things can you do with your hands?

WHAT YOU'LL BE SEEING:

STANDARD OPENING: Villa Alegre Fireworks!

HUMAN-MADE OBJECTS SLATE (E): (VTR)

AIS (S): Graphic symbols and animated action introduce the Human-Made Objects theme.

LAS DOS MANOS (B): Child asks why he has hands instead of paws. (VTR)

TOUCH (S): Two girls explore the world of touch in the Exploratorium. (F)

I USE MY HANDS (E): Children show the different ways they use their hands. (VTR)

NUMBER 2 (S): Montage of two's dissolves into two candles. (A)

I USE MY HANDS (S): Children show the different ways they use their hands. (VTR)

HANDS AND FEET (B): Montage of scenes showing hands and feet. (F)

MIMO'S MANOS (NV): Mimo dances with a pair of white-gloved hands. (VTR)

THE GIFT (B): A son works in a glassblowing shop to give his mother a beautiful glass flamingo for her birthday. (F)

YAN KEN PO (B): Elena teaches children to play Yan Ken Po to help them make decisions. (VTR)

THE OTHER HAND (B): Left-handed child breaks left hand and must learn to use right hand. (VTR)

EL FUTURO FANTASTICO (E): A look at what life might be like in the future. (A)

FLEA MARKET (B): Mario sells Rafael a pair of gloves to play the guitar with. (VTR)

FOOD AND YOUR SENSES (B): Precolombo demonstrates how humans use their five senses in their appreciation of food and their relationship to the world. (A)

THE CLAPPING SONG (B): Children dress as barnyard animals. (VTR)

AIS (E): Graphic symbols and animated action reinforce the Human-Made Objects theme.

STANDARD CLOSING: Villa Alegre Fireworks!

CULTURAL NOTES:

Indian Sign Language*

Sign language is a way of communicating by using certain movements of the hands. Sign language has been used among groups of people who do not understand each other's spoken language. This, therefore, became the universal language of the American Indian groups. The Plains Indians of North America developed the most widely used system of sign language. The first foreign explorers and hunters learned some of the sign language of the Indians, finding it to be valuable in dealing with the many Indian groups. Some cultures had different meanings for their signs than others, but, in general, they were able to understand each other. Today, some Indians still use sign language. We use sign language when we shake hands or wave hello or goodbye.

* Hofsinde, Robert, Indian Sign Language, William Morrow & Co., New York, 1956.

LANGUAGE:

Uso mis manos para dibujar. . . . . .I use my hands to draw.
(Oo'-soh mees mah'-nohs pah'-rah dee-boo-hahr'.)

Uso mis manos para aplaudir. . . . . I use my hands to clap.
(Oo'-soh mees mah'-nohs pah'-rah ah-plah-oo-deer'.)

VOCABULARY AND EXPRESSIONS:

aplaudir . . . . . .to clap
(ah-pla-oo-deer')

guantes . . . . . gloves
(goo-ahn'-tehs)

la mano derecha . . . . . the right hand
(lah mah'-noh deh-reh'-chah)

puño . . . . . .fist
(poon'-yoh)

signos de manos . . . . . .hand signs
(seeg'-nohs deh mah'-nohs)

zurdo . . . . . .left-handed
(soor'-doh)

SUGGESTED GAMES AND ACTIVITIES:

TALKING HANDS

YOU NEED: Felt-tip pens, cotton, yarn, scotch tape.

HOW TO DO IT: Paint big lips between your forefinger and thumb and eyes on your finger. For hair, you can tape on a piece of cotton or pieces of yarn above the eyes. To add a beard, simply tape a few pieces of yarn to your thumb, right below the lip. Now move your thumb and listen to your hand talk (the voice will really be your own, but try to change your voice for the many different faces you'll make).

HUMAN-MADE OBJECTS
"THINGS THAT FLOAT" – O-28

MESSAGE:

Floating is defined as the act of being suspended on the surface of a fluid. The ability to understand the principles of flotation has contributed to the success of our culture. By observing branches and logs floating on water, man determined that by tying them together, one could ride on the surface of the water without getting wet. Thus, the first watercraft was initiated. Today, there exists just about every conceivable type of watercraft imaginable. They not only help us travel far and wide but have become the means for trading goods and products among different countries. Where would you like to travel by boat?

WHAT YOU'LL BE SEEING:

STANDARD OPENING: Villa Alegre Fireworks!
HUMAN-MADE OBJECTS SLATE (E): (VTR)
AIS (E): Graphic symbols and animated action introduce the Human-Made Objects theme.
COSAS QUE FLOTAN (B): Rafael sings about floating objects. (VTR)
FLOATING (S): Children wonder what floating means. (F)
SOARING (B): Children learn how floating and soaring are similar. (VTR)
TIDES (S): Ocean tides ebb and flow to the pull of the moon's gravity. (F)
BOATS (B): Capitán talks about different types of boats. (VTR)
THE MERMAID STORY (B): Sr. Cuco tells Gloria and Claudio the story of Serina the Mermaid. (A)
SUBMARINES (B): Children learn how submarines work. (VTR)
UNDERWATER STORY (B): Sr. Cuco explains the food value and farming techniques of seaweed. (A)
WIND (B): Children discuss what wind is and what it does. (F)
EL FUTURO FANTASTICO (S): A look at what life might be like in the future. (A)
STRAWBERRY FLOAT (E): Children talk about things that float. (VTR)
NUMBER 5 (S): Montage of five's dissolves into five candles. (A)
STRAWBERRY FLOAT (S): Children talk about things that float. (VTR)
NUMBER 5 (E): Montage of five's dissolves into five candles. (A)
ONE OF A KIND (E): A tour of old and special places points out the craftsmanship of things that are one of a kind. (F)
RAFT (B): Children build a raft and dream of the Mississippi River. (VTR)
AIS (S): Graphic symbols and animated action reinforce the Human-Made Objects theme.
STANDARD CLOSING: Villa Alegre Fireworks!

CULTURAL NOTES:

Water Travelers*

Long ago, man discovered that sometimes it was easier and faster to travel by water rather than by land. Historians continue to ponder the exact date of the birth of ships, but they have been able to establish that man traveled by water before 6000 B.C. A floating log, and, later, logs tied together were probably the first floating vessels. Prehistoric man used fire and primitive tools to hollow out logs to produce the dugout canoe, the earliest watercraft based on displacement of water. The dugout canoes are still used in some parts of the world.

By historical times, vessels which were by oarsmen, such as the early Egyptian boats, the ships of the Scandinavian Norsemen, and the Mediterranean warships, were developed. The Spanish Caravels of Columbus and the Italian Carracks of the 15th Century used sails, as did the Elizabethan galleons, the fighting ships or "frigates" and the speedy clipper ships. By the 19th Century, most ships were made of metal and were driven by steam. Today we marvel at the powerful warships, ocean liners, and cargo ships powered by steam, diesel or nuclear power.

* Lewis, Edward V. and O'Brien, Robert, Ships, Time-Life Books, New York, 1970. Collier's Encyclopedia, Crowell-Collier Education Corp., New York, 1968.

LANGUAGE:

Las balsas flotan. . . . . Rafts float.
(Lahs bahl'-sahs floh'-tahn.)

Los corchos flotan. . . . . .Corks float.
(Lohs kohr'-chohs floh'-tahn.)

VOCABULARY AND EXPRESSIONS:

el balde . . . . . .bucket
(ehl bahl'-deh)

el estropajo . . . . . mop
(ehl ehs-troh-pah'-hoh)

el submarino . . . . . .submarine
(ehl soob-mah-ree'-noh)

la chaqueta salvavidas . . . . . .life jacket
(lah chah-keh'-tah sahl-bah-bee'-dahs)

la goleta . . . . . schooner
(lah goh-leh'-tah)

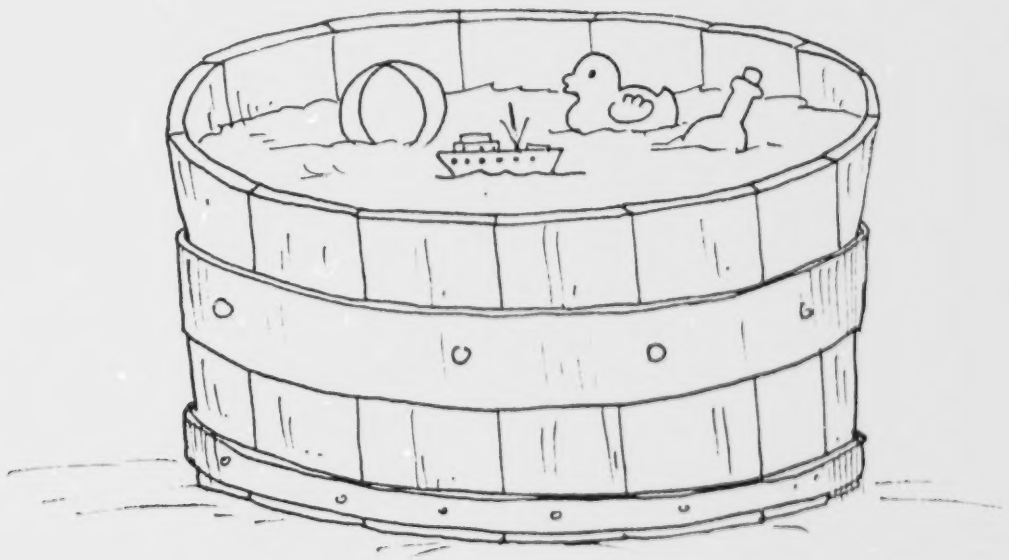
las gaviotas . . . . . seagulls
(lahs gah-bee-oh'-tahs)

SUGGESTED GAMES AND ACTIVITIES:

WHAT THINGS FLOAT?

YOU NEED: A tub or basin of water, several objects that are normally found around the house or classroom (bottles, pencils, sponges, bars of soap, etc.).

HOW TO DO IT: If an object floats, that means that it will not sink to the bottom of the water. Look around the room and pick out objects that you'd like to experiment with. Now, put these objects, one by one, in the tub of water and see what happens. What about the bar of soap? Keep in mind the things that float, or write them down, and maybe you can put them in the tub with you next time you take a bath.



HUMAN-MADE OBJECTS
"LA ROPA" – O-29

MESSAGE:

From shoes and hats to saris and serapes, clothes protect, cover and decorate our bodies. They also tell much about us as individuals and inform us about our culture and life styles. Some societies use clothing as a source of protection from adverse elements–others use clothing as a means for establishing rank and station. Sometimes clothes can tell us what jobs people perform or where they come from. What is your favorite costume?

WHAT YOU'LL BE SEEING:

STANDARD OPENING: Villa Alegre Fireworks!

HUMAN-MADE OBJECTS SLATE (E): (VTR)

AIS (S): Graphic symbols and animated action introduce the Human-Made Objects theme.

EL SOMBRERO (B): Children pick out hats they want. (VTR)

EL FUTURO FANTASTICO (S): A look at what life might be like in the future. (A)

THE FASHION SHOW (B): Elena uses dolls dressed in national costumes to show children how people around the world dress differently. (VTR)

HACE CALOR (S). A snowman melts in the hot sun. (A)

COSTUMES (B): Mario sells Vendedor some old clothes. (VTR)

THE LOOM (S): Antonio reflects on the history and art of his family's craft of weaving. (F)

GLOVES (B): Gloves tell about the work they do. (VTR)

RECYCLING (B): Precolombo and Colombina explain recycling to Robot and take him to the plant to be fixed. (A)

SEAL OF APPROVAL (B): Children discuss how laboratories test appliances, clothing, toys, etc., for quality. (F).

HACE FRIO (S): A snowman appears in a snowstorm. (A)

THE EMPEROR'S NEW CLOTHES (B): Vendedor tells the story of the Emperor and his invisible clothes. (VTR)

AIS (E): Graphic symbols and animated action reinforce the Human-Made Objects theme.

STANDARD CLOSING: Villa Alegre Fireworks!

CULTURAL NOTES:

Los Guantes*

Gloves have been worn since ancient times. A pair of linen gloves dating back to the 14th Century B.C. was found in the tomb of the Egyptian king Tutankhamen. Literature of the Greeks and Romans contains many allusions to gloves, and, in medieval Europe, richly embroidered, jewel-encrusted gloves were worn by rulers and noblemen. Bishops wore gloves during Eucharistic rites, knights wore them as a pledge of honor in a challenge of combat, and European hunters and peasants wore them for protection. Catherine de Médicis, in the 16th Century, first set the fashion for women to wear gloves, and by the beginning of the 17th Century, soft kidskin was introduced for women's gloves.

Gloves have been made of many materials, silk, doeskin, cabretta, and lace, but were always handmade until 1845, when the invention of the sewing machine revolutionized the production of gloves, making them readily available for all.

Protective gloves are produced for special purposes–surgeons wear thin rubber gloves, baseball catchers wear large, padded gloves, gardeners wear heavy cotton gloves, and technologists wear lead-filled gloves, shielding the hands from X-rays.

* Encyclopedia Britannica, Volume IV, Encyclopedia Britannica, Inc., Chicago, 1975.

LANGUAGE:

Soy un bombero. . . . . .I am a fireman.
(Soh'-ee oon bohm-beh'-roh.)

Soy un corredor de automóviles. . . . . I am a race-car driver.
(Soh'-ee oon koh-reh-dohr' deh ah-oo-toh-moh'-bee-lehs.)

VOCABULARY AND EXPRESSIONS:

el guante . . . . . .glove
(ehl goo-ahn'-teh)

el sombrero . . . . . .hat
(ehl sohm-breh'-roh)

el uniforme . . . . . .uniform
(ehl oo-nee-fohr'-meh)

la ropa . . . . . clothes
(lah roh'-pah)

los sastres . . . . . .tailors
(lohs sahs'-trehs)

los zapatos . . . . . shoes
(lohs sah-pah'-tohs)

SUGGESTED GAMES AND ACTIVITIES:

RECYCLING CLOTHES

YOU NEED: An old item of clothing (hat, vest, shirt, dress, etc.), iron-on patches, decals, lace, thread, needle.

HOW TO DO IT: When you get tired of an old piece of clothing, it's not necessary to throw it away or give it away. You can iron some patches or decals on a shirt or a vest, sew some lace or ribbon on a dress, put a ribbon around the crown of an old hat and add a feather or flower to give it more style. Recycling old clothes can be more fun than buying new ones . . . because you've done the work yourself.

HUMAN-MADE OBJECTS
"NEWSPAPERS" – O-30

MESSAGE:

Newspapers are a universal source of communication among peoples of the world. Although today there are many ways of disseminating news in the world such as radio and television, the newspaper is still the most widely used. Newspapers have many sections—sports, editorials, and features—which appeal to people's different interests. In many cultures the reading of the newspaper is a family or social event. Everyone has his own favorite section because newspapers offer something for everyone. What is your favorite part of the newspaper?

WHAT YOU'LL BE SEEING:

STANDARD OPENING: Villa Alegre Fireworks!

HUMAN-MADE OBJECTS SLATE (E): (VTR)

AIS (E): Graphic symbols and animated action introduce the Human-Made Objects theme.

PERIODICOS (B): Child receives printing press as a gift. (VTR)

CHOOSING A CAREER (B): Sr. Cuco explains that you need skills and education to realize your choice of a career. (A)

LET'S PRINT A NEWSPAPER (B): Children elicit help to start a newspaper. (VTR)

FINDING A JOB (B): Manuel helps a woman find a job. (F)

THE FUNNIES (B): Children draw comic strips. (VTR)

EL FUTURO FANTASTICO (E): A look at what life might be like in the future. (A)

IN THE NEWSPAPER (E): Children tell of the different information found in a newspaper. (VTR)

ESTOY AQUI (S): Rabbit pops in and out of holes. (A)

IN THE NEWSPAPER (S): Children tell of the different information found in a newspaper. (VTR)

TE QUIERO (S): A boy gives a girl a heart with a ribbon around it. (A)

THE FIVE W'S AND H (B): Mario learns that he must have the facts before printing an article in a newspaper. (VTR)

SOCIAL LION (B): Child reporter and photographer attempt to interview a lion. (VTR)

AIS (S): Graphic symbols and animated action reinforce the Human-Made Objects theme.

STANDARD CLOSING: Villa Alegre Fireworks!

CULTURAL NOTES:

News in Print*

Newspapers have been used to communicate information of all kinds. In the early days, news was spread by town criers, postings of proclamations, circulation of newsletters, and by word of mouth. People have always found ways of communicating events that occur in their lives because they are interested in knowing about each other.

The revolutionary invention of the printing press and movable type made it possible for the newspaper to be readily printed and available to people. News was able to travel much faster and farther. With printing came the idea that the public should have the right to know what is going on in the world around them—in their community and in their government. Today newspapers are publications covering a variety of topics and which are published at regular intervals.

* Tebbel, John, The Compact History of the American Newspaper, Hawthorne Books, New York, 1963; Encyclopedia Americana, Americana Corporation, New York, 1974.

LANGUAGE:

El periódico habla de los deportes. . . . . The newspaper tells us about sports.
(Ehl peh-ree-oh'-dee-koh ah'-blah deh lohs deh-pohr'-tehs.)

El periódico habla de lo que pasa en el mundo. . . . .The newspaper tells us what is going on in the world.
(Ehl peh-ree-oh'-dee-koh ah'-blah deh loh keh pah'-sah ehn ehl moon'-doh.)

VOCABULARY AND EXPRESSIONS:

el editor . . . . . editor
(ehl eh-dee-tohr')

el fotógrafo . . . . . .photographer
(ehl foh-toh'-grah-foh)

el reportero . . . . . .reporter
(ehl reh-pohr-teh'-roh)

entrevistar . . . . . interview
(ehn-treh-bees-tahr')

los editoriales . . . . . editorials
(lohs eh-dee-toh-ree-ah'-lehs)

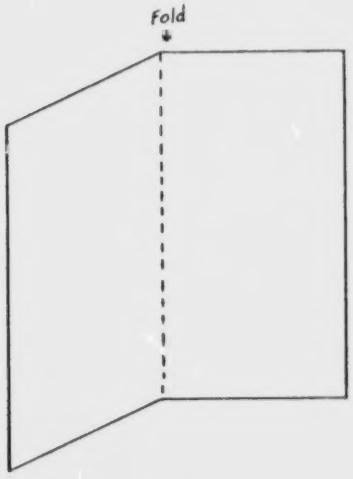
publicar . . . . . .to publish
(poo-blee-kahr')

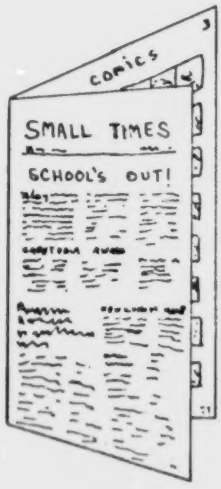
SUGGESTED GAMES AND ACTIVITIES:

EL PERIODICO

YOU NEED: Piece of paper 20" x 28", marking pens.

HOW TO DO IT: To make your own newspaper, you will need to have at least four sections—headlines, sports, comic strips and advertisements. First fold your paper in half so that your newspaper will have four pages. The first page should be your headlines page. Write the name of your newspaper at the top and follow it with important stories. Draw pictures to illustrate your stories. Your second page can be your sports section. Write stories about what games will be played after school, during recess, who won the relay race, etc. Draw a comic strip for your third page or write some jokes. Your last page should be advertisements. Advertise the next lemonade sale, the feria that is coming up, or items that were lost or found (remember to have some illustrations). Now you can pin your newspaper on a bulletin board so that everyone can read it, make several copies and pass around to your friends, or sell for five cents each.





HUMAN-MADE OBJECTS
"MAKING THINGS" – O-31

MESSAGE:

A fun and interesting part of growing up is learning to make things from the materials that are all around us. When making things, it is necessary to use our imaginations when designing and building. It isn't necessary to have special equipment to make things. In fact, it is possible to find enough material around our homes such as scraps of fabric, food items, and materials nature provides to build many different and diverse structures. It is also possible to use equipment around our homes in order to build special things. What type of things have you made recently?

WHAT YOU'LL BE SEEING:

STANDARD OPENING: Villa Alegre Fireworks!
HUMAN-MADE OBJECTS SLATE (E): (VTR)
AIS (E): Graphic symbols and animated action introduce the Human-Made Objects theme.
YO PUEDO HACER (B): Everyone enjoys making sand structures. (VTR)
THE LOOM (E): Antonio reflects on the history and art of his family's craft of weaving. (F)
RECYCLED PHONE (B): Children make telephones out of old cans. (VTR)
WHAT WENT WRONG? (B): Robot's laboratory breaks down and he receives help from Precolombo. (A)
I CAN MAKE (S): Children exhibit the things they've made. (VTR)
CUIDADO (S): Boy walks into a busy street and is pulled back by a girl. (A)
I CAN MAKE (E): Children exhibit the things they've made. (VTR)
FOOD EVOLUTION (B): Sr. Cuco explains how man first hunted animals, gathered and cooked food, and developed preserving techniques. (A)
LEFTOVER SEEDS (B): Children make a mosaic out of seeds and grains. (VTR)
ASSEMBLY LINE (B): Children clear some space to build a clubhouse. (VTR)
FLYING (B): Children talk about birds and wings and flying. (F)
A PLACE TO REST (B): Sr. Capitán teaches two children how to make a bench. (VTR)
AIS (S): Graphic symbols and animated action reinforce the Human-Made Objects theme.
STANDARD CLOSING: Villa Alegre Fireworks!

CULTURAL NOTES:

Macramé*

Macramé is an Arabic word which means "fringe"; it is derived from the early practice of knotting fringe to a solid fabric and then continuing with a pattern of knots. Macramé can be a fringe or a trimming or a whole article such as a belt, a purse or a garment. Medieval Arab weavers knotted and twisted the long threads at the ends of fabric taken from the loom in order not to waste them. Later on, macramé became an independent art form and was added to other pieces of work.

In the 19th Century, macramé became popular in Europe among sailors who made a pastime of tying thousands of square knots. They made nets, screens, bell and wheel covers used aboard the ship, and other useful items. In the process they experimented with new knot combinations. Macramé was also popular among women, especially when the light at night was too weak to do fine sewing such as embroidery. As books, radio, and television became more popular, macramé as a pastime faded, but the art was revived in the 1960s.

* Encyclopedia Americana, Volume 18, Americana Corporation, New York, 1975.

LANGUAGE:

Hago cosas con latas viejas. . . . . I make things with old cans.
(Ah'-goh koh'-sahs kohn lah'-tahs bee-eh'-hahs.)

Hago cosas con periódicos viejos. . . . . I make things with old newspapers.
(Ah'-goh koh'-sahs kohn peh-ree-oh'-dee-kohs bee-eh'-hos.)

VOCABULARY AND EXPRESSIONS:

el castillo de arena . . . . . sand castle
(ehl kahs-tee'-yoh deh ah-reh'-nah)

el papel de seda . . . . . .tissue paper
(ehl pah-pehl' deh seh'-dah)

las semillas . . . . . .seeds
(lahs seh-mee'-yahs)

la tabla . . . . . board
(lah tah'-blah)

los platos de cartón . . . . . .paper plates
(lohs plah'-tohs deh kahr-tohn')

repasar . . . . . .to recycle
(reh-pah-sahr')

SUGGESTED GAMES AND ACTIVITIES:

COFFEE CAN BANKS

YOU NEED: Construction paper or felt fabric, empty coffee can with plastic lid, sequins, buttons, lace, magazine pictures, glue, scissors.

HOW TO DO IT: It's fun and easy to make a bank out of coffee cans. First cover the can with construction paper or felt. Decorate it with lace, sequins, buttons, or anything else you can think of, and you might want to glue pictures on it to remind you of something special you are saving for—a new dress, a bicycle, a trip. Put the lid on the can and cut a slot in it. Now you can start saving your money.

HUMAN-MADE OBJECTS
"JUST A MINUTE!" – O-32

MESSAGE:

The measurement of time is an important activity for creating an orderly society. For thousands of years man has established ways of measuring time from Egyptian sundials to quartz crystal watches. There are many materials used in measuring time such as sand, ropes, lamps, candles, shadows, water, pendulums, and balance springs. In years past the most common means of time keeping was established by determining the position of the sun in relation to a stationary object on the ground. It is also possible to tell the passing of time through the seasons of the year. Animals have internal time systems which help determine when they should sleep, wake, eat or rest. The internal timing mechanism of many animals tells them when to migrate, when to mate, and when to hibernate. What internal timing mechanisms do you have?

WHAT YOU'LL BE SEEING:

STANDARD OPENING: VILLA ALEGRE Fireworks!

HUMAN-MADE OBJECTS SLATE (E): (VTR)

AIS (E): Graphic symbols and animated action introduce the Human-Made Objects theme.

EL MINUTO RETOZON (B): Child is late in meeting Elena because he has difficulty telling time. (VTR)

MEASURING TIME (B): Precolombo shows how practical and useful primitive methods of measuring time can be. (A)

RELOJ DE SOL (B): Two children find a sundial. (VTR)

EL FUTURO FANTASTICO (E): A look at what life might be like in the future. (A)

PUTTING THINGS OFF (B): The residents of VILLA ALEGRE keep putting things off in order to enjoy the lazy, hazy weather. (VTR)

COMMUNICATION GAME (B): Sr. Cuco explains to Gloria and Claudio just how television works. (A)

LUNCH TIME (E): Children name the instruments used by ancient people to tell time. (VTR)

ONE OF A KIND (S): A tour of old and special places points out the craftsmanship of things that are one of a kind. (F)

TO TELL THE TIME (B): Gopher points out that child can tell time. (VTR)

NUMBER 9 (S): Montage of nine's dissolves into nine candles. (A)

TIME IS RELATIVE (B): Children learn that when waiting for someone time goes by slowly, but fast when they're having fun. (VTR)

AIS (S): Graphic symbols and animated action reinforce the Human-Made Objects theme.

STANDARD CLOSING: Villa Alegre Fireworks!

CULTURAL NOTES:

Daylight Savings Time*

During World War I, Daylight Savings Time was introduced to extend the period of evening daylight so that coal could be saved in the production of electricity for lighting. Clocks are advanced one or two hours. People experience several hours of darkness before they go to sleep and, especially in the summertime, they gain several hours of early morning daylight. Some farmers objected to this system because it caused them to readjust their work schedules.

At the present time, most major nations have a period of Daylight Savings Time—a useful aid in the immediate effort to preserve energy. In the United States, Daylight Savings Time begins on the last Sunday of April and ends on the last Sunday of October.

* Encyclopedia Americana, Volume 8, Americana Corp., New York, 1975.

LANGUAGE:

Los chinos medían el tiempo con sogas. . . . . .The Chinese used ropes to tell time.
(Lohs chee'-nohs meh-dee'-ahn ehl tee-ehm'-poh kohn soh'-gahs.)

Los romanos medían el tiempo con velas. . . . . The Romans used candles to tell time.
(Lohs roh-mah'-nohs meh-dee'-ahn ehl tee-ehm'-poh kohn beh'-lahs.)

VOCABULARY AND EXPRESSIONS:

el agua . . . . . water
(ehl ah'-goo-ah)

el tiempo . . . . . time
(ehl tee-ehm'-poh)

el reloj de sol . . . . . sundial
(ehl reh-loh' deh sohl)

emigrar . . . . . .to migrate
(eh-mee-grahr')

la arena . . . . . sand
(lah ah-reh'-nah)

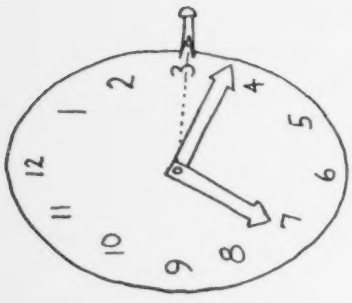
puntual . . . . . punctual
(poon-too-ahl')

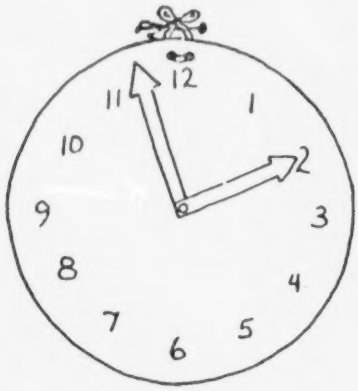
SUGGESTED GAMES AND ACTIVITIES:

REMINDER

YOU NEED: A paper plate, piece of cardboard, crayons, paper fastener, ribbon.

HOW TO DO IT: Write the numbers "1" through "12" on the edge of the plate, just as they appear on a clock (remember that "12" must be at the top and "6" at the bottom of the plate). Cut out two hands from the piece of cardboard. One hand should be the length of half the diameter of the plate and the other hand should be smaller. Paint the hands and attach them to the center of the plate with the paper fastener. To hang up your clock, tie a small piece of ribbon to the plate, right above the number "12". Now when you have to remind yourself to do something at a certain time, just set the "time" on your clock and keep the clock where you can easily see it.





HUMAN-MADE OBJECTS
"LA FERIA" – O-33

MESSAGE:

Fairs are established to celebrate special events. They may be religious in nature or celebrate the completion of a special project or event. Activities at fairs can include such things as eating, dancing, trading, selling, and displaying. Present-day fairs in this country usually have amusement parks where one can ride a ferris wheel, a merry-go-round, and other special rides, or one can participate in games of skill and chance such as the coin toss, darts, basketball throw or the shooting gallery. What would you like to display at a fair?

WHAT YOU'LL BE SEEING:

STANDARD OPENING: Villa Alegre Fireworks!

HUMAN-MADE OBJECTS SLATE (E): (VTR)

AIS (S): Graphic symbols and animated action introduce the Human-Made Objects theme.

LA FERIA (B): Children must decide what first to do at the feria. (VTR)

RENAISSANCE FAIRE (E): Excitement and pleasures to be discovered when going to the Renaissance Faire. (F)

FERIA BOAT (B): Ship returns home to great festivities. (VTR)

FALLING STAR (B): An adult comet takes a child comet on a tour through an educational galaxy. (A)

FERIA GOLD (B): Mario buys a gold-making machine at a fair. (VTR)

FERIA CROW (B): Crow and Toucan are excited about the fair at the castle. (VTR)

FERIA ESPADA (B): A peasant boy frees the sword, Excalibur, and becomes king. (VTR)

FERIA LOVE CALL (B): King Arturo takes a peasant girl for his queen. (VTR)

TE QUIERO (S): A boy gives a girl a heart with a ribbon around it. (A)

SLATE WRAP (E): Rafael and Elena sing a lovesong. (VTR)

AIS (E): Graphic symbols and animated action reinforce the Human-Made Objects theme.

STANDARD CLOSING: Villa Alegre Fireworks!

CULTURAL NOTES:

The Fair*

Fairs were first mentioned in the Bible and were probably held for religious reasons. These festivals attracted many people which, in turn, attracted traders. The Aztecs of Mexico, the Greeks with their Olympic games, the French in the 5th Century, A.D., the Incas of Peru, the Persians and Turks, and the English are examples of people who held fairs and festivals for reasons of religion, trade or entertainment.

In the United States, fairs tend to be primarily for agricultural purposes and for trade, although social gatherings and entertainment are other reasons fairs are held. We can expect to see exhibits of livestock, dairy products, grain and agricultural machinery as well as exhibits, contests, horse and automobile races, and some types of live entertainment.

* Collier's Encyclopedia, Crowell-Collier Education Corp., New York, 1968.

LANGUAGE:

La feria tiene juegos y concursos. . . . . . **A fair has games and contests.**
(La feh'-ree-ah tee-eh'-neh hoo-eh'-gohs ee kohn-koor'-sohs.)

La feria tiene golosinas y tiovivos. . . . . . **A fair has treats and merry-go-rounds.**
(Lah feh-ree-ah tee-eh'-neh goh-loh-see'-nahs ee tee-oh-vee'-vohs.)

VOCABULARY AND EXPRESSIONS:

el arquero . . . . . **archer**
(ehl ahr-keh'-roh)

el bufón . . . . . **jester**
(ehl boo-fohn')

el caballero . . . . . **knight**
(ehl kah-bah-yeh'-roh)

el espectáculo . . . . . **spectacle**
(ehl ehs-pehk-tah'-koo-loh)

el torneo . . . . . **tournament**
(ehl tohr-neh'-oh)

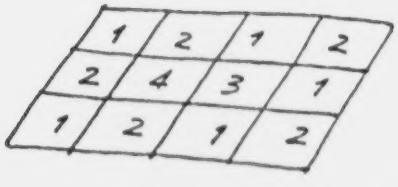
la feria . . . . . **fair**
(lah feh'-ree-ah)

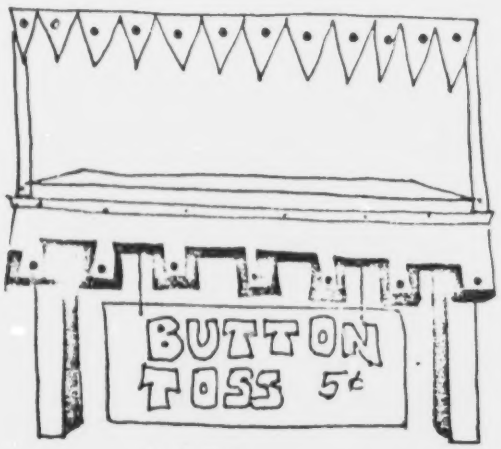
SUGGESTED GAMES AND ACTIVITIES:

THE 5¢ FERIA

YOU NEED: Four tables, several chairs, boxes for collecting money at each table, large paper for signs, construction paper and string for banners and chains, marking pens, glue, fabric scraps, needle, thread and beans for beanbags, several large buttons, cardboard, six empty cans, styrofoam ball, shopping bag, canned goods, prizes.

HOW TO DO IT: You will need to decorate a table for each game by hanging banners or chains made of construction paper around the table and hanging a sign with the name of the game. Next, you will need to make several prizes for each game. Remember to set a good mood by having a radio or record player playing lively music. The activities in this book will help you make these prizes. Now you're ready to start. For the BUTTON TOSS, get a large piece of cardboard and draw several blocks on it. Now write a number in each box (do not use any number larger than five) and have the children toss buttons at the blocks. They get five tosses and should get ten points to win a prize. For the BEAN BAG TOSS, cut ten 5" x 5" squares out of scraps of fabric. Sew two squares together on three sides, fill with beans and sew up the fourth side. Now take six empty cans and stack them in a pyramid and have children toss bean bags at them. They must knock all six cans down in five tries to win.





HUMAN-MADE OBJECTS
"READING" – O-34

MESSAGE:

Reading is a means for man to gain knowledge and find happiness. In the early stages of man's written history only scholars read. The invention of the printing press has made books more available to all. Books not only give us information, they open a myriad of possibilities to reality, adventure, and happiness. Many people read for enjoyment and entertainment. How many books have you read lately?

WHAT YOU'LL BE SEEING:

STANDARD OPENING: Villa Alegre Fireworks!

HUMAN-MADE OBJECTS SLATE (E): (VTR)

AIS (E): Graphic symbols and animated action introduce the Human-Made Objects theme.

LA LECTURA (B): Child wants quiet so he can concentrate on the stocks in the paper. (VTR)

ANIMATED ANSWERS (B): Sr. Cuco teaches the children that books are the source for answers to unanswered questions. (A)

I LOVE TO READ (S): A look at the things children like to read. (VTR)

NUMBER 9 (E): Montage of nine's dissolves into nine candles. (A)

I LOVE TO READ (E): A look at the things children like to read. (VTR)

FOOD FOR ALL (B): A trip to the zoo shows some children how important it is for all things to have food and to eat well. (F)

COMPUTER NUMBERS 1-20 (S): The numbers 1 to 20 appear in order, one at a time. (A)

I HATE TO READ (B): Child decides he wants to read the adventures found in books. (VTR)

EL FUTURO FANTASTICO (E): A look at what life might be like in the future. (A)

POETRY (B): Child realizes that he does like poetry. (VTR)

THE TELESCOPE (B): Sr. Cuco explains the origin, development, and workings of the telescope. (A)

THE WORLD IS MINE (B): Child gets his very own library card. (VTR)

AIS (S): Graphic symbols and animated action reinforce the Human-Made Objects theme.

STANDARD CLOSING: Villa Alegre Fireworks!

CULTURAL NOTES:

Books

Books are read for information and pleasure. They widen our horizons and deepen our understanding of life. Books are written about every subject imaginable from detailed studies to fantasy poems. They can be read again and again with the reader gaining a different insight and more knowledge with each reading. Reading books is especially enjoyable when we can identify with the characters, thereby allowing us to increase our understanding of how others respond and act. This can lead to our becoming more secure about our own personality and habits.

More books are currently being written than at any other time in man's written history. This allows us the opportunity to pick from a wide array of titles to learn about everything imaginable. Some books, while written a number of years ago, have become classics because of their popularity and the messages that they have to present about life. Books such as Tom Thumb, Alice in Wonderland, and Robinson Crusoe have survived for ages because of their magical charm. They continue to be popular because they have a sense of adventure and imagination which allows the reader to identify with his own life and desires.

LANGUAGE:

Me gustan los cuentos de hadas. . . . . .I love fairy tales.
(Meh goos'-tahn lohs koo-ehn'-tohs deh ah'-dahs.)

Me gustan las tiras cómicas. . . . . .I love comic strips.
(Meh goos'-tahn lahs tee'-rahs koh'-mee-kahs.)

VOCABULARY AND EXPRESSIONS:

el cuento . . . . . .story
(ehl koo-ehn'-toh)

la biblioteca . . . . . .library
(lah bee-blee-oh-teh'-kah)

la lectura . . . . . reading
(lah lehk-too'-rah)

la poesía . . . . . .poetry
(lah poh-eh-see'-ah)

las rimas infantiles . . . . . .nursery rhymes
(lahs ree'-mahs een-fahn-tee'-lehs)

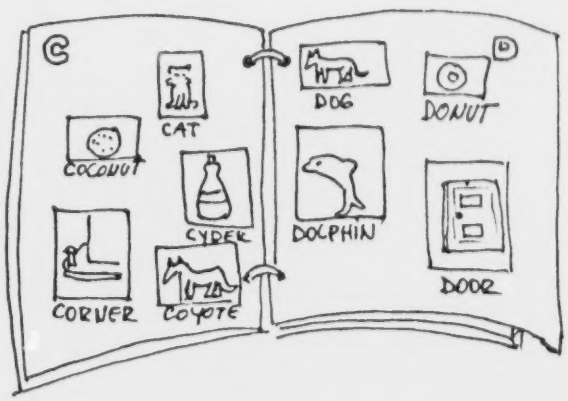
los libros . . . . . books
(lohs lee'-brohs)

SUGGESTED GAMES AND ACTIVITIES:

EL DICCIONARIO

YOU NEED: Thirteen sheets of paper, two pieces of cardboard the same size as the paper, fabric, hole punch, two ribbons about 10" long each, old magazines, glue, marking pens.

HOW TO DO IT: To make your own DICCIONARIO, glue fabric on both sides of the cardboard. These will be your book covers. Now punch two holes in the paper and both covers (one near the top and one near the bottom). Place the paper between both covers and tie them together with the ribbons. Write the word "DICCIONARIO" on the front cover and write a letter of the alphabet on each page, making sure they're in order. Now cut out at least five pictures that start with the different letters and glue in the appropriate pages. Write the name of each object under the picture. It might take you several days to finish your dictionary, but you will have fun thinking of things that start with all the sounds of the alphabet. You'll also learn to spell many new words.



HUMAN-MADE OBJECTS
"HOW TO MAKE A LIVING" – O-35

MESSAGE:

People spend more time in activities associated with earning a living than almost any other thing that they do. For that reason the choice we make for our chosen line of work is most important. People work in various ways and in different jobs to earn a living. An individual can choose his own career based on such factors as interest, and aptitude. Sometimes a choice is made on the basis of other factors like chance or circumstances. To be successful in your chosen work, no matter how the choice was made, takes diligence, sacrifice, and perseverance.

WHAT YOU'LL BE SEEING:

STANDARD OPENING: Villa Alegre Fireworks!

HUMAN-MADE OBJECTS SLATE (E): (VTR)

AIS (S): Graphic symbols and animated action introduce the Human-Made Objects theme.

HOW TO MAKE A LIVING (B): Children ask if everyone's happy making a living. (VTR)

DECISIONS (B): Precolombo points out the advantages of the human element in making decisions. (A)

I WOULD LIKE TO EARN A LIVING (E): Children discuss the ways they'd like to earn a living. (VTR)

CHOOSING A CAREER (B): Sr. Cuco explains that you need skills and education to realize your choice of a career. (A)

I WOULD LIKE TO EARN A LIVING (S): Children discuss the ways they'd like to earn a living. (VTR)

THE SILVERSMITH (E): A silversmith repairs a broken necklace. (F)

MAKING A LIVING IN THE SUMMERTIME (B): Vendedor gives two children pointers on how to earn some money during the summer. (VTR)

FINDING A JOB (B): Manuel helps a woman find a job. (F)

CROSSROADS OF THE WORLD (B): La Tiendita gets supplies from all over the world. (VTR)

HOW YOU GONNA KEEP 'EM DOWN ON THE FARM (B): Crow enjoys working on the railroad. (VTR)

BIG BUSINESS (B): Vendedor is happy in being a vendedor. (VTR)

AIS (E): Graphic symbols and animated action reinforce the Human-Made Objects theme.

STANDARD CLOSING: Villa Alegre Fireworks!

CULTURAL NOTES:

Work Experiences for Children*

Everyone hopes to get a job that he will find interesting, enjoyable, and rewarding. Obtaining the proper information and making careful plans are important steps in reaching this goal. In planning for a vocation and a career, one of the most important things you should do is learn about yourself. Interests, abilities, needs, desires, and attitudes, all help determine success and happiness in a chosen vocation.

Work gives an individual a chance to interact with others in different ways. It provides the opportunity to learn to respect and cooperate with others, in addition to giving one a sense of pride and achievement for doing the job well. Work experiences will give an individual an understanding and appreciation of what work means in people's lives and how it can create a feeling of self-worth. Such experiences as doing household chores, raking someone's yard, babysitting or selling magazines can be important introductions to the world of work.

* Osborne, Ernest, How to Teach Your Child about Work, Public Affairs Committee, New York, 1955.

LANGUAGE:

Me gustaría ser bailarina. . . . . I would like to be a ballerina.
(Meh goos-tah-ree'-ah sehr bah-ee lah-ree'-nah.)

Me gustaría ser constructor. . . . . I would like to be a builder.
(Meh goos-tah-ree'-ah sehr kohns-trook-tohr'.)

VOCABULARY AND EXPRESSIONS:

el bombero . . . . . fireman
(ehl bohm-beh'-roh)

el dentista . . . . . .dentist
(ehl dehn-tees'-tah)

el pintor . . . . . painter
(ehl peen-tohr')

el plomero . . . . . .plumber
(ehl ploh-meh'-roh)

ganarse la vida . . . . . to earn a living
(gah-nahr'-seh lah bee'-dah)

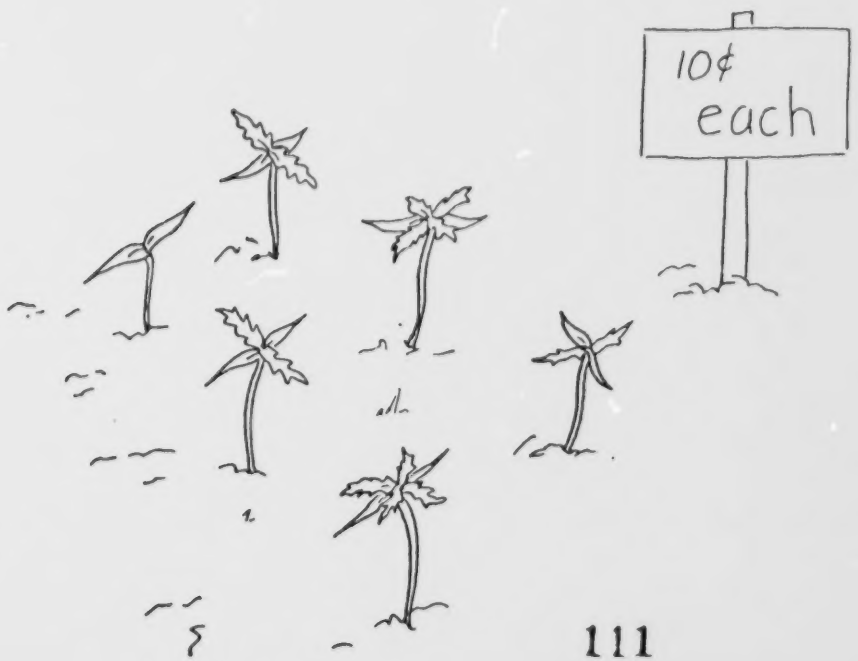
la dueña . . . . . owner
(lah doo-ehn'-yah)

SUGGESTED GAMES AND ACTIVITIES:

TOMATO PLANT SALE

YOU NEED: Two packages of tomato seeds, water, old newspapers, large spoon.

HOW TO DO IT: Clear off a small patch of land, maybe three feet by three feet. Make many small holes with your finger about four inches apart and three-fourths of an inch deep. Put one seed in each hole. Now cover them with soil. Water your garden gently every day, making sure you don't wash the soil or seeds away. In about three weeks your plants should be big enough to sell. Put signs up all over the neighborhood announcing your sale. Let each person select the plant(s) he likes; then dig the plant(s) up with a large spoon and wrap in a piece of newspaper. Sell each plant for ten cents.



HUMAN-MADE OBJECTS
"ARCHITECTURE AND HOME SAFETY" – O-36

MESSAGE:

The art of designing and constructing buildings is called "architecture". Man has used different styles of buildings to protect and shelter himself. People have always needed shelters to protect themselves from their environment–wind, rain, heat, cold, wild animals, and enemies. As man became more sophisticated, he built more complex structures not only for homes and shelter, but for special purposes–working, eating, and sleeping. Items found in the local environment have served as raw materials for architects to use in designing buildings. Therefore, in some areas where it is plentiful, wood becomes the main source of materials used in structures. Other locals use mainly cement, while another group may use brick. In all areas of the country architects have learned to cleverly use natural resources in their buildings. What kind of materials were used to build your home?

WHAT YOU'LL BE SEEING:

STANDARD OPENING: Villa Alegre Fireworks!

HUMAN-MADE OBJECTS SLATE (E): (VTR)

AIS (S): Graphic symbols and animated action introduce the Human-Made Objects theme.

EL HOGAR (B): Children learn what a home is. (VTR)

¿DE DONDE VIENES? (B): Precolombo explains to Robot why humans migrate and emigrate. (A)

WHERE PEOPLE LIVE (E): Children show where people live. (VTR)

TREE KANGAROO (S): A tree kangaroo tells us about himself. (F)

WHERE PEOPLE LIVE (S): Children show where people live. (VTR)

UP AND DOWN (B): Children discuss what is "up" and what is "down". (F)

FIRE DRILL (B): Children learn what to do if there is a fire. (VTR)

EL FUTURO FANTASTICO (E): A look at what life might be like in the future. (A)

SAFETY MAN (B): Children learn home safety. (VTR)

NUMBER 6 (S): Montage of sixes dissolve into six candles. (A)

THE HOUSE (B): Mimo looks for a place to protect himself from the rain. (VTR)

HACE CALOR (S): A snowman melts in the hot sun. (A)

A CHANGE OF TRUNK (B): Gopher wants to move to another neighborhood. (VTR)

AIS (E): Graphic symbols and animated action reinforce the Human-Made Objects theme.

STANDARD CLOSING: Villa Alegre Fireworks!

CULTURAL NOTES:

Home*

A home, like food and clothing, is a necessity for man. Before early man learned how to build shelters, he sought the protection of natural formations and lived in caves. A home is a place where we feel peaceful and secure. It is where we eat and sleep, store our belongings, visit with family and friends, play and relax. Homes differ everywhere and vary from primitive huts to luxurious palaces.

Many factors have played a part in shaping houses throughout time and around the world. In ancient Mesopotamia, clay was abundant, and, therefore, the architecture is primarily brick. The early houses of the settlers in New England were made of timber, because wood was plentiful. Now, however, good transportation makes the acquisition of good building materials easy. Temperature is a consideration and houses in the north and south tend to be built differently because of climate, as do houses in areas where there is heavy rainfall (roofs would have low slopes). The type of land a house is built on can affect the building. In some societies, more than one family reside in a dwelling. Where polygamy is practiced, homes must be built accordingly. In western culture, houses have been built mostly for occupancy by a single family. Financial status also influences the kind of home in which one lives.

* Encyclopedia Americana, International Edition, Volume 14, Americana Corp., New York, 1968.

LANGUAGE:

Algunas personas viven en cabañas. . . . . Some people live in cabins.
(Ahl-goo'-nahs pehr-soh'-nahs bee'-behn ehn kah-bahn'-yahs.)

Algunas personas viven en departamentos. . . . . Some people live in apartments.
(Ahl-goo'-nahs pehr-soh'-nahs bee'-behn ehn deh-pahr-tah-mehn'-tohs.)

VOCABULARY AND EXPRESSIONS:

el iglú . . . . . .igloo
(ehl ee-gloo')

el incendio . . . . . .fire
(ehl een-sehn'-dee-oh)

el techo . . . . . roof
(ehl teh'-choh)

la choza . . . . . .hut
(lah choh'-sah)

la tienda india . . . . . .teepee
(lah tee-ehn'-dah een'-dee-ah)

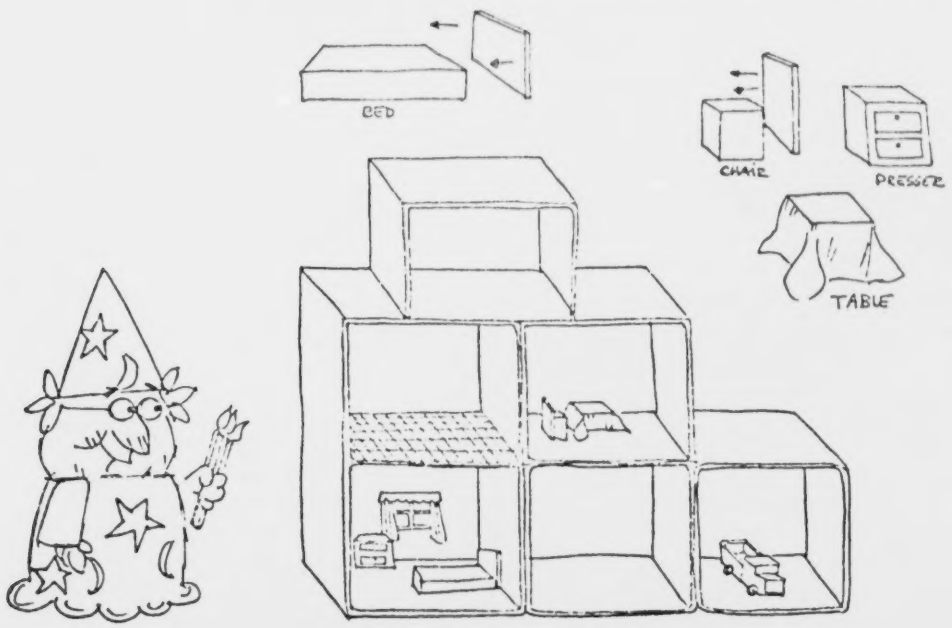
los bomberos . . . . . firemen
(lohs bohm-beh'-rohs)

SUGGESTED GAMES AND ACTIVITIES:

MY OWN PLAYHOUSE

YOU NEED: Large cardboard boxes, small cardboard boxes, fabric scraps, tape, scissors, self-adhesive paper or paint.

HOW TO DO IT: It is easy and fun to build your own playhouse. The large boxes can be taped together to make a two- or three-story house. Remember to tape a box to the side of the house to be used as a garage for your toy cars. Paint the inside of the house in light colors (or use contact paper) and the outside in white. Cut out windows and use fabric scraps to make curtains. Scraps can also be used for rugs or for a bedspread. For tables, use small boxes and paint them or cover them with a small piece of fabric. Use a small rectangular box for a bed, covering it with a "bedspread". Paint drawers on a small box to make a dresser. For chairs, you'll need small square boxes and an extra piece of cardboard to be glued to one side of the box to form the back. Make a sofa in the same way as the chair, except use a long rectangular box.



HUMAN-MADE OBJECTS
"LOS DEPORTES" – O-37

MESSAGE:

Sports are activities that provide enjoyment and recreation in our lives. Some people play for mental exercise and others for physical exercise. Many people play sports as a formal profession to earn a living while others play for fun. Spectators enjoy sports too, even though they are not actively participating. However, whether sports are played for money or for fun, it is always important to remember how to be a good sport–obeying the rules of the game and acting with concern for your fellow players. What is your favorite sport?

WHAT YOU'LL BE SEEING:

STANDARD OPENING: Villa Alegre Fireworks!
HUMAN-MADE OBJECTS SLATE (E): (VTR)
AIS (S): Graphic symbols and animated action introduce the Human-Made Objects theme.
LOS DEPORTES (B): Two teams shake hands after a tennis match. (VTR)
MIND GAMES (B): Sr. Cuco explains to the children that games for the mind are good. (A)
MY FAVORITE SPORT (S): Children talk about their favorite sports. (VTR)
NUMBER 3 (S): Montage of three's dissolves into three candles. (A)
MY FAVORITE SPORT (E): Children talk about their favorite sports. (VTR)
GOING FAST (B): Discussion about skateboarding. (F)
THE LONGEST CROW (B): Scarecrow explains that spectators can enjoy sports even though not actively participating. (VTR)
FATHER TO SON (S): Father helps son master a balancing trick. (F)
BASKETBALL PRACTICE (B): Two boys let a girl play basketball because she has what it takes to really want to play well. (VTR)
EL FUTURO FANTASTICO (E): A look at what life might be like in the future. (A)
RULES ARE IMPORTANT (B): Mario learns that different games are played by different rules. (VTR)
SPORTS (B): Four balls from the world of sports explain why each has such a tough life. (A)
RENAISSANCE FAIRE (E): Excitement and pleasures to be discovered when going to the Renaissance Faire. (F)
COMPUTER NUMBERS 1-20 (E): The numbers 1 to 20 appear in order, one at a time. (A)
EQUIPMENT (B): Mimo shows the importance of using equipment in some sports. (VTR)
AIS (E): Graphic symbols and animated action reinforce the Human-Made Objects theme.
STANDARD CLOSING: Villa Alegre Fireworks!

CULTURAL NOTES:

A History of the Ball*

Ball games are universally popular. Among them are included football, basketball, bowling, tennis, jai-alai, baseball, polo and lacrosse. The origin of the ball is unknown, but some historians say that it was first used as a religious symbol of the sun or of the head of the sun god. Others think the origin was secular, that it developed from games of catch, using a stone or a piece of fruit.

The Egyptians spread the use of the ball to Persia, across the Mediterranean to Greece and to southern Europe. The Muslims spread the use further as they introduced their religious ceremonies into Spain and the south of France around the year 700 A.D. when they first confronted Christianity. A ball was referred to in the Christian Easter ceremony as a symbol of the Resurrection early in the 1100's. During the Easter celebration in Vienna and France, the Archbishop traditionally threw a ball to the people, who then played games with it. Soon afterwards, ball games became secularized.

* Collier's Encyclopedia, Crowell-Collier Educational Corp., New York, 1968.

LANGUAGE:

Mi deporte favorito es el fútbol. . . . . .My favorite sport is football.
(Mee deh-pohr'-teh fah-boh-ree'-toh ehs ehl foot'-bohl.)

Mi deporte favorito es el béisbol. . . . . .My favorite sport is baseball.
(Mee deh-pohr'-teh fah-boh-ree'-toh ehs ehl beh'-ees-bohl.)

VOCABULARY AND EXPRESSIONS:

el bate de béisbol . . . . . .baseball bat
(ehl bah'-teh deh beh'-ees-bohl)

ganar . . . . . .to win
(gah-nahr')

jugador . . . . . player
(hoo-gah-dohr')

jugar . . . . . to play
(hoo-gahr')

la raqueta de tenis . . . . . tennis racquet
(lah rah-keh'-tah deh teh'-nees)

el libro de reglas . . . . . rule book
(ehl lee'-broh de reh'glahs)

partido . . . . . .game
(pahr-tee'-doh)

perder . . . . . .to lose
(pehr-dehr')

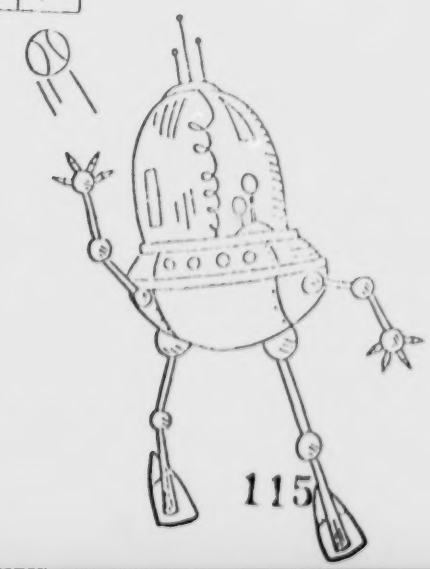
SUGGESTED GAMES AND ACTIVITIES:

TENNIS THROW

YOU NEED: Three tennis balls, 18" x 18" cardboard, marking pen, chalk dust, slightly dampened cloth.

HOW TO DO IT: Draw nine boxes on the cardboard and number each box as seen in the illustration. Cover the three tennis balls with chalk dust. Now pin the board on the wall and stand ten feet from it. Throw your first ball and count as your score the number you've hit. Throw the other two balls and add your score. If you hit a line, throw again. Clean the board off with the dampened cloth and your opponent can take his turn. The person with the highest number of points wins the match. You can play two games out of three or three games out of five.

1	2	1
2	3	2
1	2	1



HUMAN-MADE OBJECTS
"LA MATEMATICA" – O-38

MESSAGE:

Math is the study of numbers and their relationship to one another. It has been an integral part of people's lives for many hundreds of years. Mathematics has been the vehicle used by which we develop our own financial dealings. It has also been the science which is responsible for us to build bridges, tunnels, tall buildings, planes, trains, ships, and cars. Mathematics has been very instrumental in the development of rockets which have taken men to the moon. Mathematics has helped us calculate the size of our planet and has helped us to determine the distance the sun and other planets are from the earth. Have you learned to add, subtract, multiply, and divide yet?

WHAT YOU'LL BE SEEING:

STANDARD OPENING: Villa Alegre Fireworks!

HUMAN-MADE OBJECTS SLATE (E): (VTR)

AIS (E): Graphic symbols and animated action introduce the Human-Made Objects theme.

MATH SIGN JUMP (B): Children learn the signs of math functions. (VTR)

WHAT WENT WRONG? (B): Robot's laboratory breaks down and he receives help from Precolombo. (A)

MATH'S EASY (B): Toucan helps Scarecrow solve a math problem. (VTR)

MEASURING TIME (B): Precolombo shows how practical and useful primitive methods of measuring time can be. (A)

MATHEMATICS MEANS (S): Children discuss the functions of mathematics. (VTR)

COMPUTER NUMBERS 1-20 (S): The numbers 1-20 appear in order, one at a time. (A)

MATHEMATICS MEANS (E): Children discuss the functions of mathematics. (VTR)

NUMBER 2 (S): Montage of two's dissolves into two candles. (A)

TWO-THIRDS (B): Doña Luz explains fractions. (VTR)

COMPUTER NUMBER 3 (S): Three animated cubes appear in varying arrangements along with the number "3". (A)

THE IMPORTANCE OF ZERO (B): Children learn the importance of the zero. (VTR)

FLOATING (S): Children wonder what floating means. (F)

AUXILIO (S): The letters A, U, X, I, L, I, and O roll down a hillside. (A)

MAKING A PROFIT (B): Children learn about profit-making in business. (VTR)

AIS (S): Graphic symbols and animated action reinforce the Human-Made Objects theme.

STANDARD CLOSING: Villa Alegre Fireworks!

CULTURAL NOTES:

The Abacus*

The abacus is a simple calculating device in the form of a frame with a number of parallel wires on which beads or counters are strung. There have been different forms of the abacus in existence, but usually the columns in the abacus stand for a certain value which we call a "place value". When each column has a place value, the first column represents the units, or the ones column; the next, the tens column; the next, the hundreds column; and so on. The first abacus was probably invented by the Babylonians. The term "abacus" was derived from "abak", a Phoenician word meaning a surface strewn with sand for writing purposes. From this and a board type of abacus, the more familiar framed type with the bead-strung parallel wires probably evolved. The early board type of abacus was used universally throughout the Arab, Asian and European worlds in the Middle Ages and in Japan in the 16th Century.

Today, the abacus is seen as a primitive predecessor to computers and has been replaced by the introduction of the Hindu-Arabic notation which includes place value and zero, although experts are still using the abacus in Japan and the Middle East. Sometimes the abacus is still used as a playful aid to teach children place value.

* Mathematics Dictionary, Third Edition, Van Nostrand, Princeton, N.J., 1968.

LANGUAGE:

La matemática quiere decir sumar. . . . . .Mathematics means addition.
(Lah mah-teh-mah'-tee-kah kee-eh'-reh deh-seer' soo-mahr'.)

La matemática quiere decir restar. . . . . .Mathematics means subtraction.
(Lah mah-teh-mah'-tee kah kee-eh'-reh deh-seer' rehs-tahr'.)

VOCABULARY AND EXPRESSIONS:

dividir . . . . . to divide
(dee-bee-deer')

el cero . . . . . zero
(ehl seh'-roh)

el negocio . . . . . .business
(ehl neh-goh'-see-oh)

el precio . . . . . .price
(ehl preh'-see-oh)

multiplicar . . . . . to multiply
(mool-tee-plee-kahr')

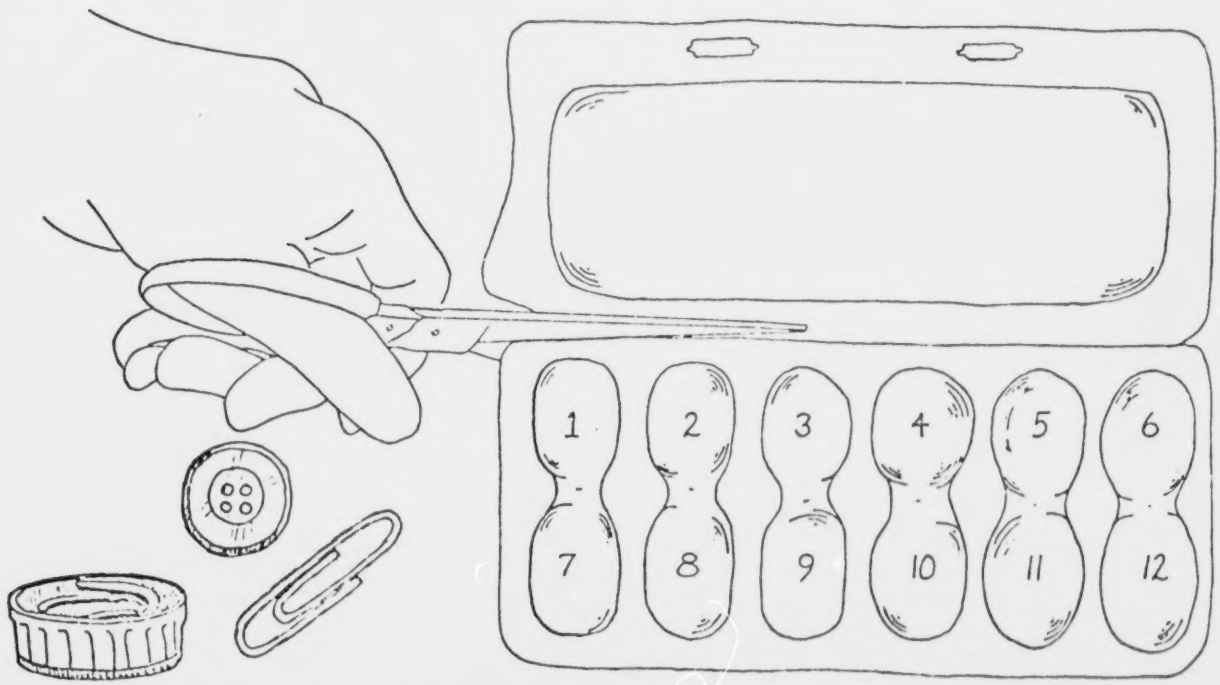
un millón . . . . . a million
(oon mee-yohn')

SUGGESTED GAMES AND ACTIVITIES:

LET'S COUNT

YOU NEED: Empty egg carton, tempera paints, marking pens, 78 small objects.

HOW TO DO IT: Cut the top off of an empty egg carton and paint each section a different color. Number each section from "1" to "12". Now give the child 78 small objects (safety pins, paper clips, paper fasteners, beans, pebbles, etc.) and help him put as many objects in the sections as the number indicates, i.e., put one coin in Section No. 1, put two beans in Section No. 2, etc. After you have helped the child one or two times, he'll have fun doing it by himself.



HUMAN-MADE OBJECTS
"LA TRANSPORTACION" – O-39

MESSAGE:

Transportation–the ability to move from one place to another–has always been a necessary part of human life. Since early times, food and goods needed to be moved from one place to another. Animals helped people travel and carry these essentials. Now, large vehicles move goods and people about. Currently, studies are being made about how to develop cars, trains, boats, and planes into even more sophisticated modes of travel. As an example of this process, complicated spacecraft have been developed for flight to the moon. In another sense, man's imagination is capable of carrying him any place he'd like to go. Our dreams and imagination can transport us to faraway places. What is the most sophisticated vehicle you have traveled in?

WHAT YOU'LL BE SEEING:

STANDARD OPENING: Villa Alegre Fireworks!

HUMAN-MADE OBJECTS SLATE (E): (VTR)

AIS (E): Graphic symbols and animated action introduce the Human-Made Objects theme.

MEDIOS DE TRANSPORTACION (B): Rafael shows that it is possible to get along without cars. (VTR)

GOING FAST (B): Discussion about skateboarding. (F)

FORMS OF TRANSPORTATION (E): Different forms of transportation are shown. (VTR)

NUMBER 4 (E): Montage of four's dissolves into four candles. (A)

FORMS OF TRANSPORTATION (S): Different forms of transportation are shown. (VTR)

FLOATING (S): Children wonder what floating means. (F)

EASIEST TRANSPORTATION (B): A discussion is held on the first means of transportation and the easiest means. (VTR)

FROM THE EARTH (B): A perky mole takes two children on a fantasy underground tour to show them how some minerals and metals are mined. (A)

JUNGLE JOURNEY (B): Child has a trip to Africa all figured out. (VTR)

VISUAL ARTS (S): The artistry of our world around us is discussed and explored by two children. (F)

IMAGINARY VACATIONS (B): Children cannot take a vacation this summer, so they go on an imaginary vacation. (VTR)

EL FUTURO FANTASTICO (S): A look at what life might be like in the future. (A)

MODEL T (B): Capitán shows off his vintage Model T car. (VTR)

THE LITTLE ENGINE THAT COULD (B): Child reads the story of the little engine that struggled to get toys to children. (VTR)

AIS (S): Graphic symbols and animated action reinforce the Human-Made Objects theme.

STANDARD CLOSING: Villa Alegre Fireworks!

CULTURAL NOTES

The Bicycle*

The bicycle is a two-wheeled machine propelled by a rider using foot pedals and steering with handlebars attached to the front axle. It has become a popular means of transportation in this country. In Europe, Latin America and many other areas, bicycles outnumber automobiles. There is a question about the origin of the bicycle; however, around 1690, a man named de Sivrac of France built an early model. The manufacture of bicycles was begun in the United States in 1877 when Colonel Albert Pope of Boston, Massachusetts, had a model built for $313. The bicycle has been called the "father of the motor car and the grandfather of the airplane" since the metals and rubber used in making the bicycle have contributed largely to the development of the more powerful machines.

* Collier's Encyclopedia, Volume 7, Crowell-Collier Educational Corp., New York, 1975; Encyclopedia Americana, Volume 3, Americana Corp., New York, 1975.

LANGUAGE:

Los aviones son una forma de transporte. . . . . Airplanes are a form of transportation.
(Lohs ah-bee-oh'-nes sohn oo'-nah fohr'-mah deh trahns-pohr'-teh.)

Los camiones son una forma de transporte. . . . . Trucks are a form of transporation.
(Lohs kah-mee-oh'-nehs sohn oo'-nah fohr'-mah deh trahns-pohr'-teh.)

VOCABULARY AND EXPRESSIONS:

el velero . . . . . schooner
(ehl beh-leh'-roh)

la balsa . . . . . raft
(lah bahl'-sah)

las ruedas . . . . . .wheels
(lahs roo-eh'-dahs)

los aviones . . . . . .planes
(lohs ah-bee-oh'-nehs)

los barcos . . . . . .ships
(lohs bahr'-kohs)

los trenes . . . . . trains
(lohs treh'-nehs)

SUGGESTED GAMES AND ACTIVITIES:

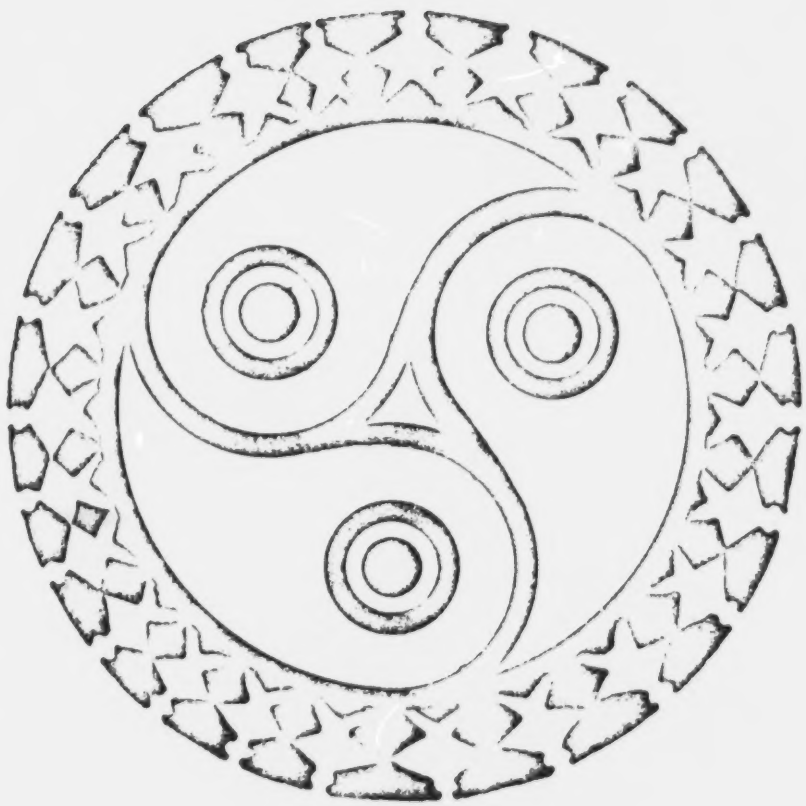
SPACE SHOES

YOU NEED: Two large tin cans, two long pieces of rope, can opener.

HOW TO DO IT: Space shoes are a means of transportation. To make a pair of "space shoes", punch two holes on the sides of each can. Put the rope through the holes in the can and tie a strong knot with the ends so it's secure. To put your "space shoes" on, place your feet on the cans and hold on to the rope. You can even have a race with your friends.

HUMAN RE

LATIONS



HUMAN RELATIONS
"GETTING ALONG" – HR-29

MESSAGE:

Human beings come in many shapes, sizes and colors, and have different customs and ways of life. In order to get along with others, we must try to understand and appreciate what makes all of us "different" or unique. An important point to remember is the fact that all human beings are unique and that their individual life styles create different radiation centers that reflect all their insights and being. In this day and age, younger populations often tend to ignore senior citizens as being totally different, but we must impress upon youth that the aged person in most cultures is extremely valuable as a source of wisdom and guidance. The notion of getting along is important since man cannot survive without the warmth, assistance, support and love from fellow human beings.

WHAT YOU'LL BE SEEING:

STANDARD OPENING: Villa Alegre Fireworks!
HUMAN RELATIONS SLATE (E): (VTR)
AIS (E): Graphic symbols and animated action introduce the Human Relations theme.
AMISTAD (B): A young boy is hesitant about making friends with a new boy. (VTR)
MANUELA KNOWS BEST (B): Manuela helps a lost touring group in San Francisco find their way around the city. (F)
FROG JOKE (E): Child has been kept in after school and learns that he does get along with the teacher. (VTR)
FELICIDAD (S): Children share happiness by playing together, having a birthday, and listening to grandfather's stories. (A)
TREE KANGAROO (E): A tree kangaroo tells us about himself. (F)
PET FRIENDS (S): Children demonstrate how they get along with others. (VTR)
TE QUIERO (S): A boy gives a girl a heart with a ribbon around it. (A)
PET FRIENDS (E): Children demonstrate how they get along with others. (VTR)
DIVORCE AND MARRIAGE (B): The Alter Ego and the little girl reconcile that both her parents can still love her even though they are getting a divorce. (A)
KEEPING IN TUNE (B): A look at the importance of getting along. (VTR)
MAKING UP FACES (B): A clown is shown putting on makeup. (F)
BUDDING ARTIST (E): A child is afraid Doña Luz will be angry with him for smearing the tablecloth. (VTR)
UP AND DOWN (B): Children discuss what is "up" and what is "down". (F)
A MISUNDERSTANDING (B): A boy learns that with a little bit of effort he can get along with his sister. (VTR)
NUMBER 2 (S): Montage of two's dissolves into two candles. (A)
SINGING ENGAGEMENT (B): By getting along, Rafael gets a good singing engagement. (VTR)
AIS (S): Graphic symbols and animated action reinforce the Human Relations theme.
STANDARD CLOSING: Villa Alegre Fireworks!

CULTURAL NOTES:

United Nations*

The United Nations is an international organization of member nations which was established in 1945 to promote and maintain peace and security among the peoples of the world. Other goals of the United Nations are to encourage cooperation in economic, cultural, social, health and humanitarian problems, to promote protection of human rights and self-determination, and to develop a workable system of international law for settling international disputes.

The United Nations Children's Fund was originally established to help children whose lives were disrupted by war, but since 1950, the Fund has been used to provide health care services and to distribute food surpluses to children all over the world.

* Encyclopedia Britannica, Volume X, Encyclopedia Britannica, Inc., Chicago, 1974.

LANGUAGE:

Me gusta llevarme bien con mis mascotas. . . . . I like to get along with my pets.
(Meh goos'-tah yeh-bahr'-meh bee-ehn' kohn mees mahs-koh'-tahs.)

Me gusta llevarme bien con mis vecinos. . . . . I like to get along with my neighbors.
(Meh goos'-tah yeh-bahr'-meh bee-ehn' kohn mees beh-see'-nohs.)

VOCABULARY AND EXPRESSIONS:

bondadoso . . . . . kind
(bohn-dah-doh'-soh)

contento . . . . . happy
(kohn-tehn'-toh)

la familia . . . . . family
(lah fah-mee'-lee-ah)

las canciones . . . . . songs
(lahs kahn-see-oh'-nehs)

los amigos . . . . . friends
(lohs ah-mee'-gohs)

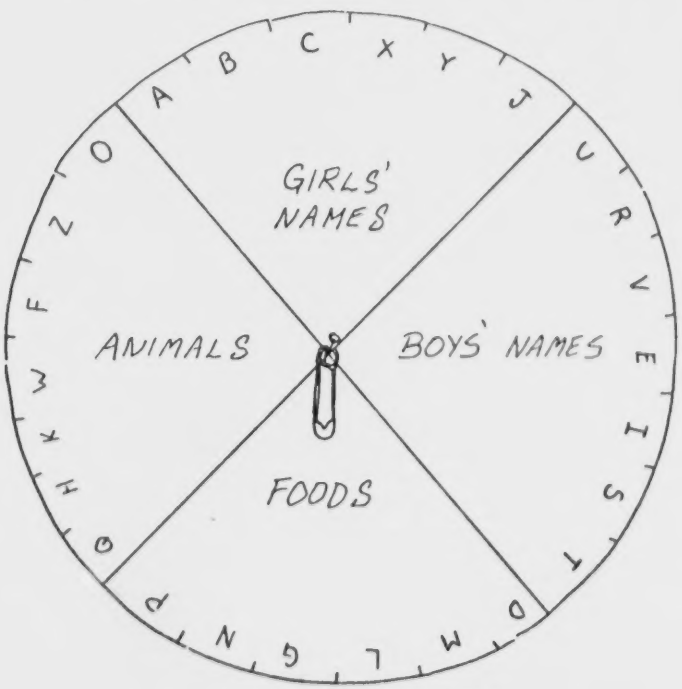
simpático . . . . . nice
(seem-pah'-tee-koh)

SUGGESTED GAMES AND ACTIVITIES:

SPIN

YOU NEED: A safety pin, a straight pin, cardboard, magic markers, ruler.

HOW TO DO IT: Draw two straight lines through the center of the paper plate, forming four equal parts (see illustration). Label each section (girls' names, boys' names, animals, foods) and write all the letters of the alphabet, in any order, around the edge of the plate so that two sections have seven letters and two sections have six letters. Now put the straight pin through the center and drop the safety pin over it. You're now ready to start playing. First child spins. If the pin lands on "animals" and the letter "B", child names an animal whose name starts with a "B", etc. When child misses two times in a row, he's out. Players get points for the number of times they get a correct answer.



HUMAN RELATIONS
"EVERYBODY CAN DO SOMETHING" – HR-30

MESSAGE:

Each one of us has special skills–some of us can play the piano, some are football players, while others are fine artists. Many people have trained themselves to be skilled in designing machines while others build them; some become expert spacemen while others become great mathematicians. Some can skateboard, others can rollerskate, and some skip rope. Each one of us should learn to do something special. What special skill would you like to learn?

WHAT YOU'LL BE SEEING:

STANDARD OPENING: Villa Alegre Fireworks!

HUMAN RELATIONS SLATE (E): (VTR)

AIS (E): Graphic symbols and animated action introduce the Human Relations theme.

EVERYBODY CAN DO SOMETHING (B): Child learns that everyone can do something. (VTR)

SCARECROWING (B): Scarecrow and Toucan learn that even a Scarecrow can do some things. (VTR)

FELICIDAD (E): Children share happiness by playing together, having a birthday, and listening to grandfather's stories. (A)

SOMETHING SPECIAL (E): Children show that they can each do something special. (VTR)

A DAY ON THE FARM (B): We see the responsibilities and duties of two youngsters living on a farm. (F)

MODEL PLANE (B): Everyone pitches in to build a model plane. (VTR)

NUMBER 3 (S): Montage of three's dissolve into three candles. (A)

SPECIAL WAY (B): Everyone has special things that they do. (VTR)

FATHER TO SON (E): Father helps son master a balancing trick. (F)

ALL YOU HAVE TO DO IS TRY (B): A child does something special. (VTR)

AIS (S): Graphic symbols and animated action reinforce the Human Relations theme.

STANDARD CLOSING: Villa Alegre Fireworks!

CULTURAL NOTES:

Handicaps*

People who have physical or mental disabilities can learn to lead normal lives regardless of the handicap. Special training programs teach useful skills and methods of coping with disabilities. Many people have overcome their handicaps, some of them having become famous–Glen Cunningham represented the United States in the Olympic games after suffering leg burns; James Thurber, partly blind, became a cartoonist, humorist and playwright, continuing his writing career after becoming totally blind; Ludwig von Beethoven's deafness did not prevent him from composing some of the most powerful, romantic music we know of; Helen Keller, blind, deaf and mute from the age of two, learned to read and talk and produced very sensitive inspirational writings; and Franklin D. Roosevelt, after becoming crippled from polio at age 39, continued his political career and became President, the only person to be elected to that office four times.

* Gelfand, Ravina and Patterson, Letha, They Wouldn't Quit, Lerner Publications, Minneapolis, Minnesota, 1962.

LANGUAGE:

Tú puedes hacer algo singular. . . . . You can do something special.
(Too poo-eh'-dehs ah-sehr' ahl'-goh seen-goo-lahr'.)

Yo puedo hacer algo singular. . . . . I can do something special.
(Yoh poo-eh'-doh ah-sehr' ahl'-goh seen-goo-lahr'.)

VOCABULARY AND EXPRESSIONS:

el modelo de avión . . . . . model plane
(ehl moh-deh'-loh deh ah-bee-ohn')

las habilidades . . . . . .skills
(lahs ah-bee-lee-dah'-dehs)

las instrucciones . . . . . .instructions
(lahs eens-trook-see-oh'-nehs)

los amigos fieles . . . . . loyal friends
(lohs ah-mee'-gohs fee-eh'-lehs)

socorro . . . . . help
(soh-koh'-roh)

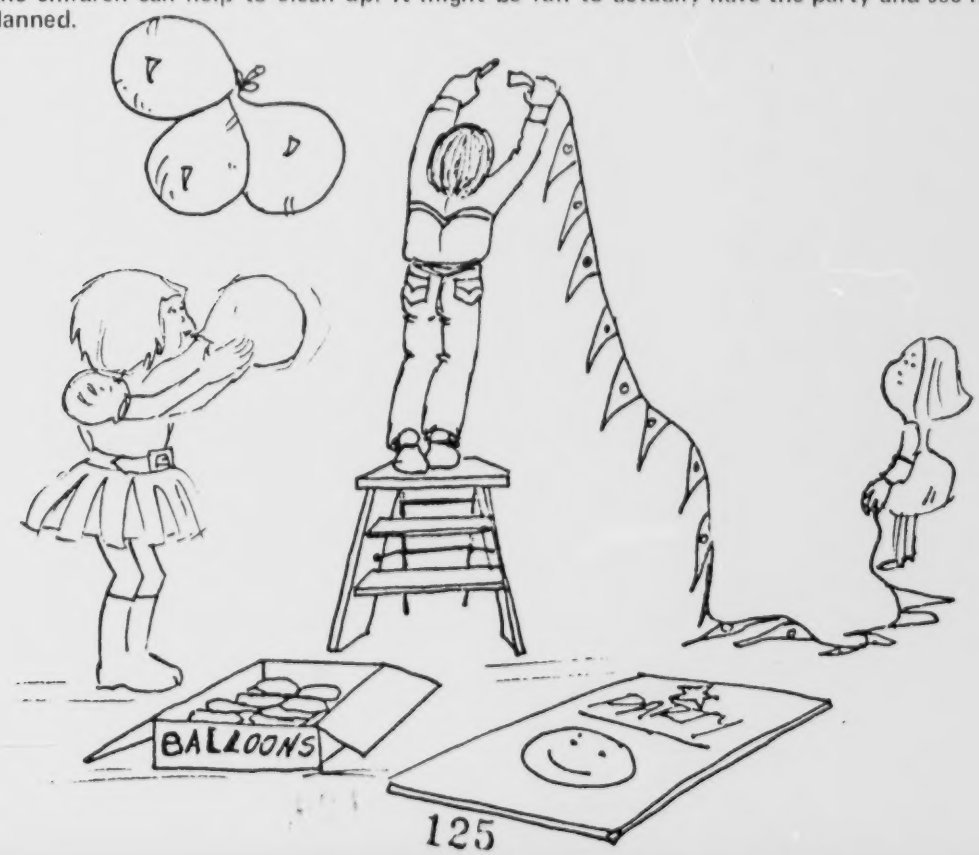
tejer . . . . . .to knit
(teh-hehr')

SUGGESTED GAMES AND ACTIVITIES:

PLANNING A PARTY

YOU NEED: Paper, pens, balloons, string.

HOW TO DO IT: A lot of work goes into planning a party and everybody can do something to help. One child can blow up balloons, while another child hangs them up with string. Three or four children might come up with a menu of goodies to eat and drink. Other children might decide on games to play. After the party, all the children can help to clean up. It might be fun to actually have the party and see how well it has been planned.



HUMAN RELATIONS
"HAPPINESS IS . . ." – HR-31

MESSAGE:

Happiness is that special feeling we get wher we are pleased with ourselves, with what we are doing and with our surroundings. It is feeling good, joyful and content. We are most happy when we know who we are, when we like who we are and when we know what our goals are. Happiness is an important goal. What makes you happy?

WHAT YOU'LL BE SEEING:

STANDARD OPENING: Villa Alegre Fireworks!

HUMAN RELATIONS SLATE (E): (VTR)

AIS (E): Graphic symbols and animated action introduce the Human Relations theme.

ALEGRIA (B): All Villa Alegre is singing and dancing happily at the fiesta. (VTR)

GONE PAINTING (B): A father and daughter go fishing and painting, appreciating the art of each. (F)

PAINTING OUR HAPPIEST DAY (B): Everyone paints the day they were the happiest. (VTR)

ABUELITA (B): Food, love and good times reveal a little girl's wonderful relationship with her grandmother. (F)

MY HAPPINESS (E): Children discuss the different things that make them happy. (VTR)

NUMBER 10 (S): Montage of ten's dissolves into ten candles. (A)

MY HAPPINESS (S): Children discuss the different things that make them happy. (VTR)

CHOOSING A CAREER (B): Sr. Cuco explains that you need skills and education to realize your choice of a career. (A)

HAPPINESS AT MY JOB (B): Child doing a survey finds that Scarecrow and Crow really enjoy their jobs. (VTR)

FELICIDAD (S): Children share happiness by playing together, having a birthday, and listening to grandfather's stories. (A)

MARIO'S FRIEND (B): Boy and dog discuss what makes each happy. (VTR)

MAKING UP FACES (B): A clown is shown putting on makeup. (F)

COMPUTER NUMBER 10 (S): Montage of ten's dissolves into ten candles. (A)

HAPPINESS IS VILLA ALEGRE (B): Capitán tells children that different things make us happy at different times. (VTR)

AIS (S): Graphic symbols and animated action reinforce the Human Relations theme.

STANDARD CLOSING: Villa Alegre Fireworks!

CULTURAL NOTES:

The Happy Man's Shirt

Long, long ago in a kingdom very far away, there lived a powerful monarch. Although he was lord and master of a great kingdom, he was not happy. He called on the wisest men of the realm to help him get rid of his sadness. After much consultation, the wise men told him that the only thing that could make him happy would be to wear the shirt of a happy man. He began the search all through his kingdom for a happy man, but for a long time he could not find anyone who was really happy. One day he arrived at humble cottage where people were enjoying games and good times. The king walked up to the man who seemed to be enjoying himself the most and asked him, "Are you a happy man?" The man answered, "I have everything I need or desire and am indeed a happy man." Upon hearing this, the king ordered his soldiers to take the man's shirt away, but when the soldiers advanced toward the man, everyone realized that the happy man had no shirt.

LANGUAGE:

La felicidad es tener una muñeca. . . . . Happiness is to have a doll.
(Lah feh-lee-see-dahd' ehs teh-nehr' oo'-nah moon-yeh'-kah.)

La felicidad es tener un perrito. . . . . Happiness is to have a puppy.
(Lah feh-lee-see-dahd' ehs teh-nehr' oon peh-ree'-toh.)

VOCABULARY AND EXPRESSIONS:

diversión . . . . . fun
(dee-behr-see-ohn')

el día más feliz . . . . . happiest day
(ehl dee'-ah mahs feh-lees')

feliz . . . . . happy
(feh-lees')

las aventuras . . . . . adventures
(lahs ah-behn-too'-rahs)

la vida tranquila . . . . . peaceful life
(lah bee'-dah trahn-kee'-lah)

SUGGESTED GAMES AND ACTIVITIES:

LAND OF HAPPINESS

YOU NEED: A sense of humor.

HOW TO DO IT: To enter the Land of Happiness, designate one child as Mr. Unicorn. Have all other children line up in a straight line about 10 yards away. Pretend that a golden river separates them. In order to cross the bridge and enter Mr. Unicorn's Land of Happiness, the child must perform the task Mr. Unicorn asks of him, i.e., a cartwheel, a somersault, waddle, crawl, etc.

HUMAN RELATIONS
"AM I DIFFERENT?" – HR-32

MESSAGE:

None of us is the same--each one is different from all other people in many ways. Some are large, some small, some short, some thin, some tall; some have black hair, some blonde, some have fair complexions and some dark. People who live in different cultures wear different clothes from one another, eat different foods, and have different customs. There are also different orders of animals and different orders of plant life. Can you think of any way you are different from your neighbor?

WHAT YOU'LL BE SEEING:

STANDARD OPENING: Villa Alegre Fireworks!
HUMAN RELATIONS SLATE (E): (VTR)
AIS (E): Graphic symbols and animated action introduce the Human Relations theme.
AMIGOS (B): Child learns that all people can get along, even though they may be from different countries. (VTR)
THE LOOM (S): Antonio reflects on the history and art of his family's craft of weaving. (F)
SOME PEOPLE (E): Everyone is different in some way. (VTR)
NUMBER 8 (S): Montage of eight's dissolves into eight candles. (A)
SOME PEOPLE (S): Everyone is different in some way. (VTR)
MAKING UP FACES (B): A clown is shown putting on makeup. (F)
DIFFERENT CROW (B): Toucan tries to change his personality but finds that he's still Toucan. (VTR)
¿DE DONDE VIENES? (B): Precolombo explains to Robot why humans migrate and emigrate. (A)
MARTIAN INVASION (B): Children tell Martian that although earthlings are of different colors and sizes, we're really all alike. (VTR)
TIDEPOOLS (S): Two children wonder what it's like to be a little plant in a tidepool. (F)
FELICIDAD (E): Children share happiness by playing together, having a birthday, and listening to grandfather's stories. (A)
DON JUAN (B): Twins show that they can do different things and still be alike. (VTR)
CALLING GRANDMOTHER (B): The Alter Ego reminds the little girl that it is a good idea to keep in touch with her grandmother. (A)
TE QUIERO (S): A boy gives a girl a heart with a ribbon around it. (A)
SHORTY FELDMAN (B): Through a "to tell the truth" situation, a child shows that size has nothing to do with our accomplishments. (VTR)
AIS (S): Graphic symbols and animated action reinforce the Human Relations theme.
STANDARD CLOSING: Villa Alegre Fireworks!

CULTURAL NOTES:

Skin Color*

People have different colored skin and eye colors, different textures of hair, different facial characteristics and different sizes.

Anthropologists believe that bodily differences once helped protect people from the various climates they lived in, that dark skinned peoples lived closest to the equator, and that people with lighter skins came from places farther away from the equator where the sunlight was weaker (their skin color helped them to retain enough Vitamin D to remain healthy). Later, people of various skin colors intermarried and had children, resulting in new skin colors.

Scientists have since found that the differences in color among people and animals result from the amount of a coloring factor called "melanine" produced in cells called "melanocytes", which are stored in the skin. This pigment protects the skin against sunlight.

* May, Julian, Why People Are Different Colors, Holiday House, New York, 1971.

LANGUAGE:

Algunas personas son fuertes. . . . . .Some people are strong.
(Ahl-goo'-nahs pehr-soh'-nahs sohn foo-ehr'-tehs.)

Algunas personas son graciosas. . . . . .Some people are funny.
(Ahl-goo'-nahs pehr-soh'-nahs sohn grah-see-oh'-sahs.)

VOCABULARY AND EXPRESSIONS:

diferente . . . . . different
(dee-feh-rehn'-teh)

el idioma . . . . . .language
(ehl ee-dee-oh'-mah)

la habilidad . . . . . .ability
(lah ah-bee-lee-dahd')

los mellizos . . . . . twins
(lohs meh-yee'-sohs)

los sentimientos . . . . . feelings
(lohs sehn-tee-mee-ehn'-tohs)

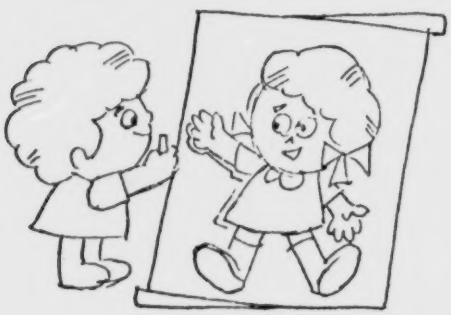
los terrícolas . . . . . .earthlings
(lohs teh-ree'-koh-lahs)

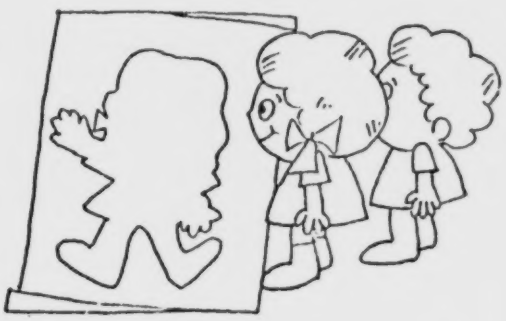
SUGGESTED GAMES AND ACTIVITIES:

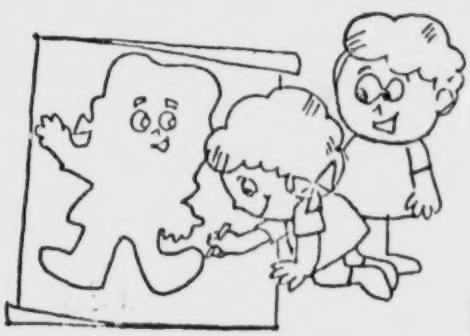
SELF-PORTRAIT

YOU NEED: Large paper, crayons, pencil.

HOW TO DO IT: Put a large piece of paper on the floor and have a child lie down on it, in any position he desires. Have a friend draw the outline of his body. Then have the child get up and draw or color what he thinks he looks like. It will be interesting to see how the picture compares to a picture of himself. Notice which features are similar and which are different.







HUMAN RELATIONS
"TOGETHERNESS" – HR-33

MESSAGE:

There are many different kinds of togetherness . . . the love and unity between family members . . . the love and respect for an old person . . . sharing between and among friends . . . the friendship of neighbors . . . the help or assistance given to others in need. Everyone needs to feel a sense of belonging or of being close to someone. You can even feel a sense of togetherness with your pet. Sometimes you can be together with others, yet alone with your own thoughts. To whom do you feel especially close?

WHAT YOU'LL BE SEEING:

STANDARD OPENING: Villa Alegre Fireworks!

HUMAN RELATIONS SLATE (E): (VTR)

AIS (E): Graphic symbols and animated action introduce the Human Relations theme.

UNIDOS (B): Gopher tells child that it's good to be able to say you're sorry. (VTR)

THIS ROOM IS A MESS (E): A mother teaches her children the importance of cleaning their rooms. (F)

TOGETHER WE CAN (S): Children demonstrate several things that can be done together. (VTR)

TE QUIERO (S): A boy gives a girl a heart with a ribbon around it. (A)

TOGETHER WE CAN (E): Children demonstrate several things that can be done together. (VTR)

MUCHAS GRACIAS (S): Giant ape thanks a woman for giving him a banana. (A)

WHY CAN'T WE ALL BE FRIENDS (B): Child makes a new friend and momentarily forgets old friend. (VTR)

CALLING GRANDMOTHER (B): The Alter Ego reminds the little girl that it is a good idea to keep in touch with her grandmother. (A)

DINNER PARTY (B): Elena plans a dinner party, but her guests are unable to make it. (VTR)

LET'S PLAY GAMES (E): Crow wants to go bowling but decides not to because Scarecrow can't go. (VTR)

GONE PAINTING (B): A father and daughter go fishing and painting, appreciating the art of each. (F)

FINGER IN THE DIKE (B): Capitán tells the story of the Finger in the Dike. (VTR)

AIS (S): Graphic symbols and animated action reinforce the Human Relations theme.

STANDARD CLOSING: Villa Alegre Fireworks!

CULTURAL NOTES:

What's a Family?*

When we speak of a "family", we usually mean a group of people who are somehow biologically related, such as children and their parents. Some cultures have different ideas for the definition of a family.

Families are similar to one another in that they share food, shelter, resources, raise children, and grow crops. The extended family includes the parents, wed and unwed children, and the children's marriage partners and children. The conjugal family includes the husband and wife as unrelated marriage partners. The nuclear family is a universal group and is probably the oldest kind of family we know of. It includes parents and their children.

* Encyclopedia Americana, Americana Corp., New York, 1975.

LANGUAGE:

Juntos podemos aprender a cocinar. . . . . Together we can learn to cook.
(Hoon'-tohs poh-deh'-mohs ah-prehn-dehr' ah ko-see-nahr'.)

Juntos podemos leer un libro. . . . . Together we can read a book.
(Hoon'-tohs poh-deh'-mohs leh-ehr' oon lee'-broh.)

VOCABULARY AND EXPRESSIONS:

agradable . . . . . pleasant
(ah-grah-dah'-bleh)

los amigos . . . . . friends
(lohs ah-mee'-gohs)

la bienvenida . . . . . welcome
(lah bee-ehn-beh-nee'-dah)

compartir . . . . . to share
(kohm-pahr-teer')

la familia . . . . . family
(lah fah-mee'-lee-ah)

nadie . . . . . nobody

SUGGESTED GAMES AND ACTIVITIES:

STICKY TOFFEE

YOU NEED: Several children.

HOW TO DO IT: It's much more fun to do things together. One person is picked to chase the rest. When the chaser catches someone, they hold hands. Holding hands, the two children try to catch the rest of the children. The game continues until there is only one child left who has not been caught. He is the winner.

HUMAN RELATIONS
"PLANS CHANGE" – HR-34

MESSAGE:

Things don't always go as we plan them. Unpredictable weather changes, accidents, illness, disrupted services, procrastination or lack of time can all be factors for causing us to change our plans. Our lives are constantly changing. Weather conditions, seasons, and years all change and bring changes in our lives. As we age, our bodies change–our facial features modify, and we get larger. Our personalities also change over time as conditions about us change. One certain truth is that we all can expect change in our lives. Can you list any changes in your life?

WHAT YOU'LL BE SEEING:

STANDARD OPENING: Villa Alegre Fireworks!

HUMAN RELATIONS SLATE (E): (VTR)

AIS (E): Graphic symbols and animated action introduce the Human Relations theme.

PLANS (B): A child is disappointed because his plans for a picnic have been changed. (VTR)

GONE PAINTING (B): A father and daughter go fishing and painting, appreciating the art of each. (F)

PLANNED, BUT . . . (E): Three children make plans. (VTR)

ESTA LLOVIENDO (S): A cloud rains on a man. (A)

PLANNED, BUT . . . (S): Three children make plans. (VTR)

MANUELA KNOWS BEST (B): Manuela helps a lost touring group in San Francisco find their way around the city. (F)

HOLD IT (B): Elena keeps changing her mind about where to put a chair. (VTR)

FELICIDAD (S): Children share happiness by playing together, having a birthday, and listening to grandfather's stories. (A)

GROWNUP CHANGES (B): Two children are disappointed because it seems grownups are always changing their minds. (VTR)

¿DE DONDE VIENES? (B): Precolombo explains to Robot why humans migrate and emigrate. (A)

THE PERFECT GIFT (B): Children learn that even plans for gifts can change. (VTR)

AIS (S): Graphic symbols and animated action reinforce the Human Relations theme.

STANDARD CLOSING: Villa Alegre Fireworks!

CULTURAL NOTES:

Changes in the Weather*

Some days the weather changes from minute to minute. The weather in one area may be completely different from another nearby area. Some of these differences are extremely difficult to forecast. One reason for these changes in the weather is due to the varying physical features of the earth's surface. For example, if the earth's surface is filled with trees or buildings, the wind is partially blocked by the friction of the atmosphere with these surfaces. It might be breezy downtown and yet windy along a nearby vast country road at the same time. Heat and evaporation of water also affect the weather. The boundary or surface of the earth is warmed by the sun, and the air is heated as it passes the boundary. The direction of the wind, the temperature, and the humidity of air masses all affect the weather.

* Thompson, Philip D. and O'Brien, Robert, Weather, Time-Life Books, New York, 1965.

LANGUAGE:

Hice planes para dormir tarde. . . . . I planned to sleep late.
(Ee'-seh plah'-nehs pah'-rah dohr-meer' tahr'-deh.)

Hice planes para ir al cine. . . . . I planned to go to the movies.
(Ee'-seh plah'-nehs pah'-rah eer ahl see'-neh.)

VOCABULARY AND EXPRESSIONS:

cambiar de planes . . . . . .to change plans
(kam-bee-ahr' deh plah'-nehs)

comprender . . . . . to understand
(kohm-prehn-dehr')

el clima . . . . . climate
(ehl klee'-mah)

el problema . . . . . .problem
(ehl proh-bleh'-mah)

la sorpresa . . . . . surprise
(lah sohr-preh'-sah)

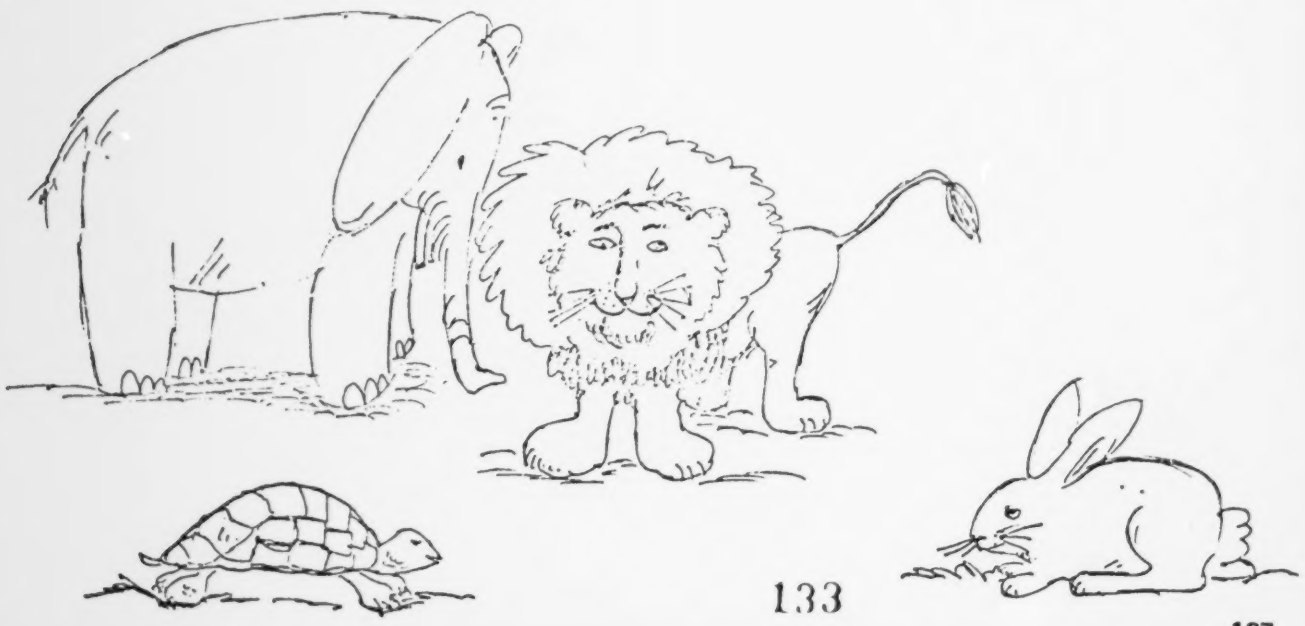
prometer . . . . . to promise
(proh-meh-tehr')

SUGGESTED GAMES AND ACTIVITIES:

IMAGINARY OUTING

YOU NEED: Imagination.

HOW TO DO IT: Plan an imaginary outing with your class (picnic, visit to the zoo, visit to the museum, camping, etc.). Have the class decide if they will take lunches or buy lunch there, will they go by car or bus, what types of clothes they will wear, will they have time to visit another site? Etc. After all the plans have been made (remember that this is all imaginary!), tell them that the weather is bad or that the car or bus needs repairs and that they will have to cancel their trip and make plans for something else. Do they understand the reason(s) for cancelling? Tell them that making new plans can be as much fun and could possibly even turn out better if they try not to be too disappointed. They can have the picnic in the classroom and play games; they can pitch a tent outside if the weather is good, etc.



HUMAN RELATIONS
"WHY DO I HAVE TO?" – HR-35

MESSAGE:

The question, "Why do I have to?", is a major means for young people to learn about their lives, to establish rules to make it function smoothly, and to provide the means for challenging the old and establishing the new. This becomes a means for refining our own judgments and creating new horizons for us to conquer. The rules established through this questioning can be the means for expanding our knowledge and experiences. Can you name some rules you live by?

WHAT YOU'LL BE SEEING:

STANDARD OPENING: Villa Alegre Fireworks!

HUMAN RELATIONS SLATE (E): (VTR)

AIS (E): Graphic symbols and animated action introduce the Human Relations theme.

¿POR QUE? (B): A child and two squirrel children want to run away from home. (VTR)

WHO ARE YOU FOOLING? (B): The Alter Ego reminds the little girl that it is really a good idea to brush her teeth. (A)

WHY BOTHER? (E): Children ask why they have to do various things. (VTR)

¿COMO ESTAS? BIEN, GRACIAS (A): Two men bump into each other. (A)

UP AND DOWN (B): Children discuss what is "up" and what is "down". (F)

WHY BOTHER? (S): Children ask why they have to do various things. (VTR)

NUMBER 2 (E): Montage of two's dissolve into two candles. (A)

ASI ES LA VIDA (B): Children come up with answers when they discuss why they have to do some things. (VTR)

CALLING GRANDMOTHER (B): The Alter Ego reminds the little girl that it is a good idea to keep in touch with her grandmother. (A)

GO TO SLEEP (B): Mr. Sandman explains why children need more sleep than grownups. (VTR)

MUCHAS GRACIAS (S): Giant ape thanks a woman for giving him a banana. (A)

BEING ALONE (S): A child muses on how nice it is to be alone sometimes. (F)

NUMBER 2 (S): Montage of two's dissolves into two candles. (A)

WASH THE WINDOWS (B): Child must wash La Tiendita's windows as he had promised. (VTR)

FELICIDAD (E): Children share happiness by playing together, having a birthday, and listening to grandfather's stories. (A)

ALL IT TAKES IS A LITTLE LOVE (B): Doña Luz tells the story of how Zeus won the other gods over with a little love. (VTR)

AIS (S): Graphic symbols and animated action reinforce the Human Relations theme.

STANDARD CLOSING: Villa Alegre Fireworks!

CULTURAL NOTES:

Why Do I Have to Brush My Teeth?

Part of our everyday routine should be to brush our teeth when we get up in the morning and again before going to bed at night. If we have time during the day, it's also good to brush our teeth after every meal. Brushing our teeth removes the food particles that remain between them after we eat our meals. If these food particles are not removed, they cause the teeth to decay. Microorganisms in the mouth eat away at the enamel of the teeth, and decay occurs when the acids of the mouth (which are produced by the bacterial fermentation of sugar or starchy food debris) destroy the calcified tissues. Cavities begin on the surface and often spread to underlying pulp.

Another good way of cleaning our teeth if we are unable to brush after eating is by eating an apple.

LANGUAGE:

¿Por qué me tengo que lavar? . . . . . Why do I have to wash?
(¿Pohr keh' meh tehn'-goh keh lah-bahr?)

¿Por qué me tengo que poner ropa limpia? . . . . . Why do I have to put on clean clothes?
(¿Pohr keh' meh tehn'-goh keh poh-nehr' roh'-pa leem'-pee-ah?)

VOCABULARY AND EXPRESSIONS:

el arenero . . . . . sandman
(ehl ah-reh-neh'-roh)

las caries . . . . . cavities
(lahs kah'-ree-ehs)

las respuestas . . . . . answers
(lahs rehs-poo-ehs'-tahs)

lavar los platos . . . . . wash dishes
(lah-bahr' lohs plah'-tohs)

los sueños alegres . . . . . happy dreams
(los soo-ehn'-yohs ah-leh'-grehs)

peinarse . . . . . to comb one's hair
(peh-ee-nahr'-seh)

SUGGESTED GAMES AND ACTIVITIES:

MAKING LIFE EASY

YOU NEED: Large shopping bags or boxes, marking pens.

HOW TO DO IT: It's always nice to put your favorite toy in a special place so you can find it easily. Label large shopping bags or boxes for your toys, books and other treasures. You can even draw pictures of these objects on the outside of bags or boxes. Now, sort your toys into their places and see how easy it is to find that toy next time you want it.

HUMAN RELATIONS
"I'VE GOT A PROBLEM" – HR-36

MESSAGE:

A problem is a situation that needs solving. Problems can be simple or complex, major or minor, happy or sad. They become the means for our own improvement and the source of the progress we make in our lives. In order to solve the problems with which we are confronted, it is necessary for us to identify their sources, to be aware of the alternatives available to us, and to choose an alternative which best meets the most needs that should be met. Usually our problems affect not only how we feel, but our relations with one another. How many problems have you solved this week?

WHAT YOU'LL BE SEEING:

STANDARD OPENING: Villa Alegre Fireworks!

HUMAN RELATIONS SLATE (E): (VTR)

AIS (E): Graphic symbols and animated action introduce the Human Relations theme.

TIENES PROBLEMAS (B): Rafael and two children come to Elena with their problems. (VTR)

WHAT WENT WRONG? (B): Robot's laboratory breaks down, and he receives help from Precolombo. (A)

EDISON'S LIGHTBULB (B): Mario relates the discovery of the lightbulb to the necessity to solve a problem. (VTR)

MANUELA KNOWS BEST (B): Manuela helps a lost touring group in San Francisco find their way around the city. (F)

DECISIONS, DECISIONS (B): Mario must make a decision all by himself. (VTR)

SPORTS (B): Four balls from the world of sports explain why each has such a tough life. (A)

PROBLEMS ARE TO BE SOLVED (B): Doña Luz helps children make decisions, and they, in turn, help her make a decision. (VTR)

AUXILIO (S): The letters A, U, X, I, L, I and O roll down a hillside. (A)

MIMO NEEDS HELP (E): Child helps Mimo with a problem. (VTR)

THE WORRY WART (B): A man makes a big problem out of a small one. (VTR)

AIS (S): Graphic symbols and animated action reinforce the Human Relations theme.

STANDARD CLOSING: Villa Alegre Fireworks!

CULTURAL NOTES:

Asking for Help*

For his personal growth, a child must be encouraged to ask for help when he needs it; he needs to know that asking for help will not make him different from other children, and that, no matter how competent a person might be, he still likes and needs to receive help. However, there are many times that he must learn to do for himself. There are many ways of helping a child with his problems, among them, showing him that others are interested in his activities.

* Mogal, Doris P., Character in the Making, Parents' Magazine Press, New York, 1972.

LANGUAGE:

Tengo un problema pequeño. . . . . I have a small problem.
(Tehn'-goh oon proh-bleh'-mah peh-kehn'-yoh.)

Tengo un problema grande. . . . . I have a big problem.
(Tehn'-goh oon proh-bleh'-mah grahn'-deh.)

VOCABULARY AND EXPRESSIONS:

aprender . . . . . to learn
(ah-prehn-dehr')

ayudar . . . . . to help
(ah-yoo-dahr')

difícil . . . . . difficult
(dee-fee'-seel)

enseñar . . . . . to teach
(ehn-sehn-yahr')

la importancia . . . . . importance
(lah eem-pohr-tahn'-see-ah)

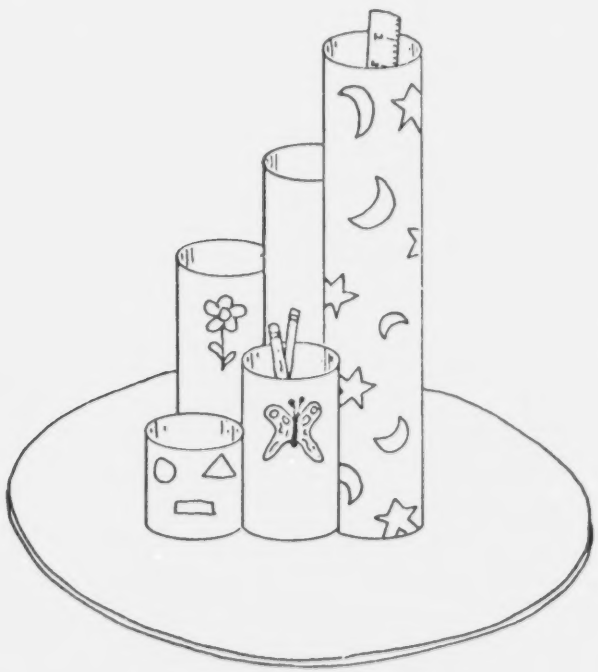
resolver . . . . . to solve
(reh-sohl-behr')

SUGGESTED GAMES AND ACTIVITIES:

DESK ORGANIZER

YOU NEED: Cardboard tubes (from paper toweling or toilet-paper rolls), paint, glue, cardboard, scissors.

HOW TO DO IT: Do you ever have a problem finding a pencil when you need it? A ruler? This activity will help you organize your crayons, pencils, pens, rulers, etc. Cut tubes into different sizes and paint each a different color or decorate them by pasting pictures on them. Paint the cardboard and glue each tube onto it. Now put your pencils, etc., into the tubes and see how easy it will be to find them.



HUMAN RELATIONS
"I MADE A MISTAKE" – HR-37

MESSAGE:

A mistake is an error we didn't intend to make. A mistake can be an error in understanding or in making a judgment or a decision about something. Mistakes are usually made for many reasons–some because we are tired or in a hurry, and some because we're angry or not well informed. Everybody makes mistakes sometimes–even machines do. All mistakes are not negative, however; Columbus believed he was in India when in reality he had discovered a new world. Have you made any mistakes lately?

WHAT YOU'LL BE SEEING:

STANDARD OPENING: Villa Alegre Fireworks!

HUMAN RELATIONS SLATE (E): (VTR)

AIS (E): Graphic symbols and animated action introduce the Human Relations theme.

ERRORS (B): Two children are trying to escape the consequences of their mistake. (VTR)

WHO ARE YOU FOOLING? (B): The Alter Ego reminds the little girl that it really is a good idea to brush her teeth. (A)

MISTAKES PEOPLE MAKE (B): Mario tries to cook up a scheme whereby he can make money by people's mistakes. (VTR)

MIND GAMES (B): Sr. Cuco explains to the children that games for the mind are good. (A)

AUTOMATIC CAMERA (B): Mario forgets to remove the lens cover of the camera before taking photographs. (VTR)

LIGHT AND REFLECTIONS (S): The world of light and reflections is investigated at the Exploratorium. (F)

JUST MISTAKES (E): Three children discuss mistakes they've made. (VTR)

AUXILIO (S): The letters A, U, X, I, L, I, and O roll down a hillside. (A)

JUST MISTAKES (S): Three children discuss mistakes they've made. (VTR)

DIVORCE AND MARRIAGE (B): The Alter Ego and the little girl reconcile that both her parents can still love her even though they are getting a divorce. (A)

THE DISPLAY (B): Doña Luz sets up a display of pails, forgetting that she's put Mario's wallet behind the display. (VTR)

NUMBER 2 (S): Montage of two's dissolves into two candles. (A)

BALANCE OF NATURE (B): An ancient robot tells of an ancient civilization. (A)

NATURE'S CHOSEN FEW (B): Mr. Gopher tries to convince the young boy that animals don't make mistakes. (VTR)

AIS (S): Graphic symbols and animated action reinforce the Human Relations theme.

STANDARD CLOSING: Villa Alegre Fireworks!

CULTURAL NOTES:

The Chicago Fire*

Some mistakes can have serious consequences–damage to people's lives and/or property. For example, the great Chicago fire of 1871 is believed to have started when a cow overturned a kerosene lamp. In this fire, approximately 250 people died, 98,000 persons lost their homes, and the total damage was $187,000.

Mistakes, large or small, should be acknowledged so we can learn from them and not make the same mistake twice.

* Encyclopedia Britannica, Volume 5, 20th Century Edition, Werner Co., New York, 1902.

LANGUAGE:

Cometí un error. . . . . I made a mistake.
(Koh-meh-tee' oon eh-ror'.)

Todos cometemos errores. . . . . Everybody makes mistakes.
(Toh'-dohs koh-meh-teh'-mohs eh-roh'-res.)

VOCABULARY AND EXPRESSIONS:

aprender . . . . . to learn
(ah-prehn-dehr')

corregir . . . . . to correct
(koh-reh-heer')

equivocarse . . . . . to err
(eh-kee-boh-kahr'-seh)

la preocupación . . . . . worry
(la preh-oh-koo-pah-see-ohn')

olvidar . . . . . to forget
(ohl-bee-dahr')

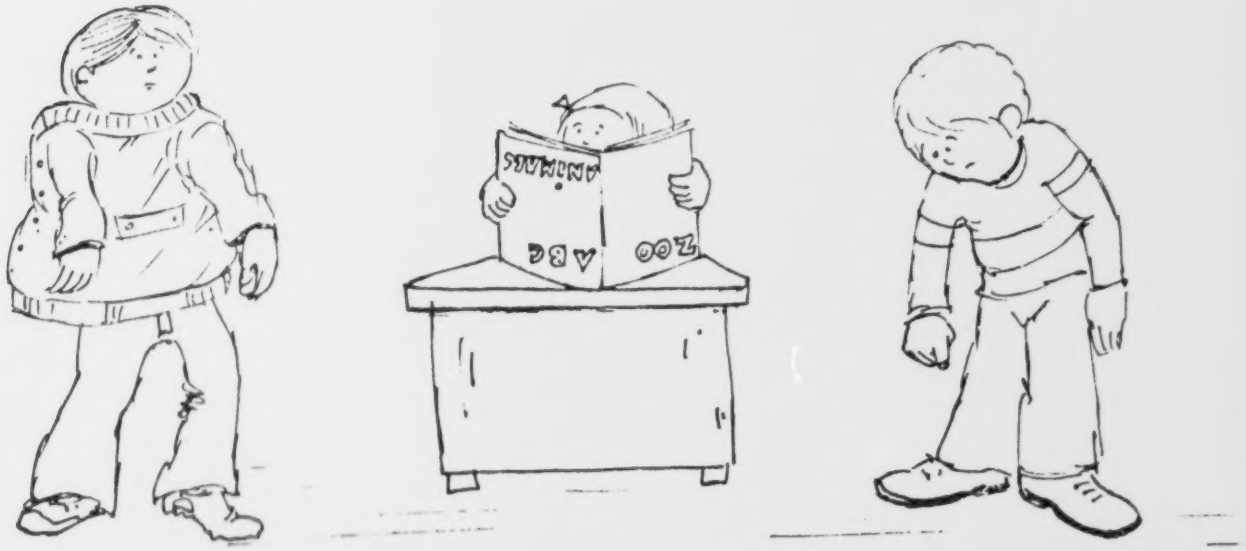
paciencia . . . . . patience
(pah-see-ehn'-see-ah)

SUGGESTED GAMES AND ACTIVITIES:

A WHOPPER OF A MISTAKE

YOU NEED: Several children.

HOW TO DO IT: To help children detect what is wrong, have each child make an obvious mistake (write with the eraser-end of a pencil, put shoes on wrong feet, put jacket on backwards, read from a book held upside-down, etc.). The other children are to watch each other carefully and try to find out or see what the other children's "mistakes" are.



HUMAN RELATIONS
"TENGO MIEDO" – HR-38

MESSAGE:

People are often afraid of things they are unable to understand. Sometimes there is no reason to be afraid, but our own ignorance of a situation creates fear within us. Many times we are afraid when we experience something new such as the first day of school when faces and teachers are new. It can be frightening when we are learning to swim, to dance, or to try for the baseball team. We worry about what others might say, that we might not be able to do what is expected, or that all the others will be better than we are. Unfortunately, we're not aware that everyone, from time to time, has these same feelings. When was the last time you were afraid?

WHAT YOU'LL BE SEEING:

STANDARD OPENING: Villa Alegre Fireworks!

HUMAN RELATIONS SLATE (E): (VTR)

AIS (S): Graphic symbols and animated action introduce the Human Relations theme.

I'M AFRAID (B): Elena helps child get over fear of the dark. (VTR)

FELICIDAD (E): Children share happiness by playing together, having a birthday, and listening to grandfather's stories. (A)

SCARY THINGS (S): Children talk about things they're afraid of. (VTR)

AUXILIO (S): The letters A, U, X, I, L, I, and O roll down a hillside. (A)

SCARY THINGS (E): Children talk about things they're afraid of. (VTR)

SHADOWS (E): The mystery and excitement of shadows is demonstrated at the Exploratorium by Mimo. (F)

SCARED TO PLAY (B): Child learns that everyone is afraid sometimes. (VTR)

BEING ALONE (S): A child muses on how nice it is to be alone sometimes. (F)

FEAR OF FLYING (B): Scarecrow and Crow try to break Toucan of his fear of flying. (VTR)

FLYING (B): Children talk about birds and wings and flying. (F)

WHAT IF THEY DON'T LIKE ME? (B): Child learns everyone is afraid of a new experience. (VTR)

THE PENCIL (B): The Alter Ego reminds the little girl that stealing and borrowing are quite different. (A)

AFRAID OF THE WATER (B): Child learns the difference between fear and respect. (VTR)

AIS (E): Graphic symbols and animated action reinforce the Human Relations theme.

STANDARD CLOSING: Villa Alegre Fireworks!

CULTURAL NOTES:

Fear*

Most psychologists believe that fear is a learned experience—a child might be afraid of moths because his mother has always been afraid of them. Sometimes people are afraid because an unpleasant experience has happened to them. If they are bitten by a bee, they may become afraid of bees. Panic may result if the fearful situation continues. When a person panics, his thinking usually breaks down, and judgment becomes less efficient. We all fear different things, but even when we are afraid, it is important to try to remain calm.

* Encyclopedia Americana, Volume II, Americana Corp., New York, 1975.

LANGUAGE:

Tengo miedo de las alturas. . . . . .I'm scared of high places.
(Tehn'-goh mee-eh'-doh deh lahs ahl-too'-rahs.)

Tengo miedo de la oscuridad. . . . . .I'm afraid of the dark.
(Tehn'-goh mee-eh'-doh deh lah ohs-koo-ree-dahd'.)

VOCABULARY AND EXPRESSIONS:

la oscuridad . . . . . .the dark
(lah ohs-koo-ree-dahd')

la primera vez . . . . . first time
(lah pree-meh'-rah behs)

nadar . . . . . .to swim
(nah-dahr')

tener miedo . . . . . .to be afraid
(teh-nehr' mee-eh'-doh)

tener respeto . . . . . .to respect
(teh-nehr' rehs-peh'-toh)

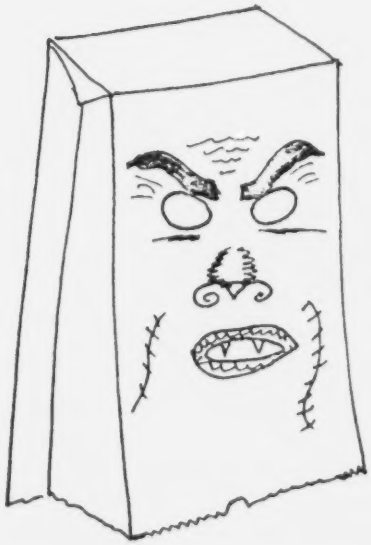
volar . . . . . to fly
(boh-lahr')

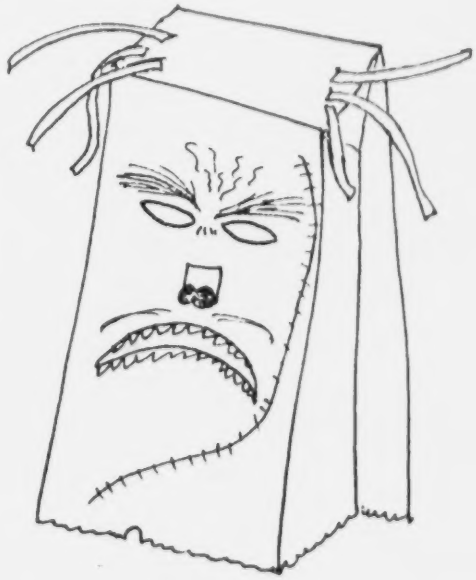
SUGGESTED GAMES AND ACTIVITIES:

SCARY MASKS

YOU NEED: Paper bags, yarn, marking pens or crayons, scissors, paper plates, hole punch.

HOW TO DO IT: To make masks out of paper bags, have children cut out eyes and nose from paper bag and draw on eyebrows and mouths to make scary faces. Yarn might be used for hair. The child can decorate it in any way he chooses. You might have a contest to see who can make the scariest masks.





HUMAN RELATIONS
"I WANT TO BE" – HR-39

MESSAGE:

Being ourselves involves understanding our unique needs and then doing things we enjoy without pretense. This results in our experiencing those activities that are personally comfortable to us. Sometimes peer pressures don't allow us to be ourselves–and, indeed, prevent us from knowing ourselves. As we learn to be ourselves, we are better able to choose the profession best suited to our unique talents, whether doctor, lawyer or garage mechanic. What would you like to be?

WHAT YOU'LL BE SEEING:

STANDARD OPENING: Villa Alegre Fireworks!
HUMAN RELATIONS SLATE (E): (VTR)
AIS (E): Graphic symbols and animated action introduce the Human Relations theme.
YO QUIERO SER (B): Children discuss what they want to be when they grow up. (VTR)
CHOOSING A CAREER (B): Sr. Cuco explains that you need skills and education to realize your choice of a career. (A)
WHEN I GROW UP (E): Children, perico and cat discuss what they want to be when they grow up. (VTR)
NUMBER 10 (S): Montage of ten's dissolves into ten candles. (A)
WHEN I GROW UP (S): Children, perico, and cat discuss what they want to be when they grow up. (VTR)
FINDING A JOB (B): Manuel helps a woman find a job. (F)
IN LOVE WITH THE SEA (B): Capitán tells children that he was very young when he decided he wanted to be a sea captain. (VTR)
FELICIDAD (E): Children share happiness by playing together, having a birthday, and listening to grandfather's stories. (A)
WHAT DOES YOUR FATHER DO? (B): Three children decide to follow in their fathers' professions. (VTR)
FATHER TO SON (S): Father helps son master a balancing trick. (F)
ESTOY AQUI (S): Rabbit pops in and out of holes. (A)
CAMERA CONTEST (B): Child enters a photograph contest, not confident of his photo, and wins! (VTR)
VISUAL ARTS (E): The artistry of our world around us is discussed and explored by two children. (F)
BUENAS NOCHES (S): A man, dressed for bed, watches a sunset. (A)
SO MANY ROLES (B): A boy and Mr. Gopher discuss the different roles we all play. (VTR)
AIS (S): Graphic symbols and animated action reinforce the Human Relations theme.
STANDARD CLOSING: Villa Alegre Fireworks!

CULTURAL NOTES:

Occupations

Occupations are the activities people perform to make a living. They establish our positions in society in relation to one another and establish limits for the standard of living we are able to assume. As our society has matured, the number of occupations has expanded–from a farming society to a highly industrialized nation. With the advent of industrialization, work in industry has replaced that of farming. Business and professional positions have increased as the country has grown. Most occupations require some formal training and/or formal education. Occupations such as law and medicine require years of training.

LANGUAGE:

Cuando sea grande quiero ser médico. . . . . .When I grow up, I want to be a doctor.
(Koo-ahn'-doh seh'-ah grahn'-deh kee-eh'-roh sehr meh'-dee-koh.)

Cuando sea grande quiero ser panadero. . . . . When I grow up, I want to be a baker.
(Koo-ahn'-doh seh'-ah grahn'-deh kee-eh'-roh sehr pah-nah-deh'-roh.)

VOCABULARY AND EXPRESSIONS:

el fotógrafo . . . . . .photographer
(ehl foh-toh'-grah-foh)

el oficio . . . . . .trade
(ehl oh-fee'-see-oh)

el trabajo . . . . . .job
(ehl trah-bah'-hoh)

la criatura . . . . . .creature
(lah kree-ah-too'-rah)

la ferretería . . . . . .hardware store
(lah feh-reh-te-ree'-ah)

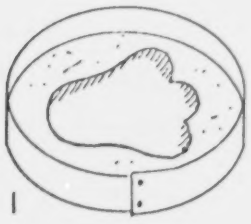
la profesión . . . . . .profession
(lah proh-feh-see-ohn')

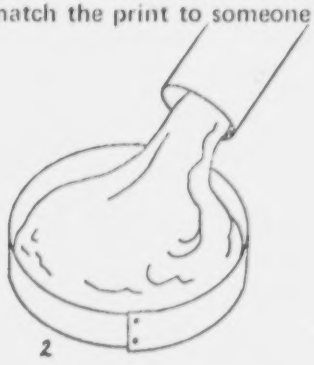
SUGGESTED GAMES AND ACTIVITIES:

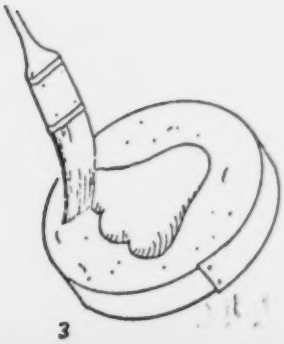
THE DETECTIVE

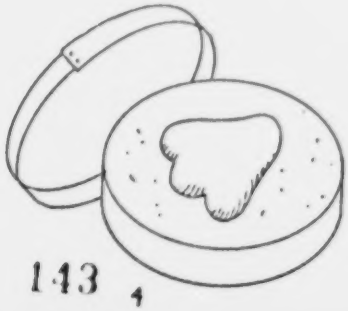
YOU NEED: Plaster of Paris, cardboard, scissors, glue.

HOW TO DO IT: Have you ever thought of being a detective? Here's a good activity to help you discover who or what has been around after a rainfall. First, go outside and find a track or paw print after the mud has dried. Make a cardboard collar by cutting a strip of cardboard about 16 inches long and 2 inches wide, and glue the ends together. Put the collar around the track and push it firmly into the ground. Now pour the mixed-up plaster of Paris into the collar. When it has dried, lift it off the ground and brush off the dirt. Remove the collar and you are now ready to match the print to someone or some animal and you will know who was around after the rainfall.


1


2


3


4

HUMAN RELATIONS
"THE GOOD OLD DAYS" – HR-40

MESSAGE:

The "good old days" is a term used to venerate the past. Each one of us defines these times differently. What was a pleasurable time to some can be a most fearsome time to others. Generally, in reconstructing the past, we tend to overlook the difficult experiences and remember the best ones. The Charleston, nickel movies, vaudeville, early television, high school or radio are all examples of those things society has chosen to honor as "the good old days". What are your good old days?

WHAT YOU'LL BE SEEING:

STANDARD OPENING: Villa Alegre Fireworks!

HUMAN RELATIONS SLATE (E): (VTR)

AIS (S): Graphic symbols and animated action introduce the Human Relations theme.

EL PASADO (B): Children put on a Vaudeville act. (VTR)

MELINDA AT THE CIRCUS (E): A young girl discovers the world of circus fun. (F)

EASTER RABBIT (E): Children and rabbit reminisce about the good old days. (VTR)

RENAISSANCE FAIRE (S): Excitement and pleasures to be discovered when going to the Renaissance Faire. (F)

EASTER RABBIT (S): Children and rabbit reminisce about the good old days. (VTR)

COMIDA AMERICANA (B): Precolombo explains all the various foods that the Indians planted and harvested. (A)

STOLEN APPLES (B): Doña Luz recalls an incident that occurred when she was a young girl. (VTR)

SPORTS (B): Four balls from the world of sports explain why each has such a tough life. (A)

GOOD OLD DANCES (B): Elena demonstrates some dances that were done in the good old days. (VTR)

BROTHER'S PICTURE (B): The Alter Ego and the little girl reflect on the value of memories of her dead brother. (A)

VAUDEVILLE (B): Capitán tells of the vaudeville acts of his childhood memories. (VTR)

DOÑA LUZ'S MAIL REQUEST (E): Doña Luz invites audience to write. (VTR)

AIS (E): Graphic symbols and animated action reinforce the Human Relations theme.

STANDARD CLOSING: Villa Alegre Fireworks!

CULTURAL NOTES:

Vaudeville*

The term "vaudeville" originated in France in the 15th Century when a poet named Olivier Basselin composed satirical drinking songs with a group of people. By the 18th Century, the term meant a variety of dramatics, including special entertainments such as animal acts, singers, magicians, and dance teams.

A more refined vaudeville was introduced in 1881 by Tony Pastor, who is considered to be "the Father of Vaudeville". He introduced the first reputable show for "ladies and gents". Vaudeville flourished until the early 1930's when movies, radio and television became more popular and caused its swift decline.

* Collier's Encyclopedia, Volume 23, Crowell-Collier Education Corp., New York, 1968.

LANGUAGE:

Los buenos tiempos nos traen recuerdos. . . . . The good old days bring back memories.
(Lohs boo-eh'-nohs tee-ehm'-pohs nohs trah'-ehn reh-koo-ehr'-dohs.)

Los buenos tiempos nos traen nostalgia. . . . . The good old days bring back nostalgia.
(Lohs boo-eh'-nohs tee-ehm'-pohs nohs trah'-ehn nohs-tahl'-hee-ah.)

VOCABULARY AND EXPRESSIONS:

el futuro . . . . . future
(ehl foo-too'-roh)

el pasado . . . . . past
(ehl pah-sah'-doh)

el presente . . . . . present
(ehl preh-sehn'-teh)

recordar . . . . . to remember
(reh-kohr-dahr')

teatro de variedades . . . . . variety show
(teh-ah'-troh deh bah-ree-eh-dah'-dehs)

SUGGESTED GAMES AND ACTIVITIES:

HORSESHOES

YOU NEED: Two metal stakes, two horseshoes.

HOW TO DO IT: Horseshoes was one of the games enjoyed in the good old days. To play this game you must put two stakes in the ground, about 30 feet apart, and sticking about 8 or 9 inches above ground. The pitcher's box is a 5' square which is between the two stakes. Players throw the horseshoes at the stakes, trying for "ringers", which means the horseshoe falls directly on the stake and counts for three points. A "leaner" counts for one point—if the shoe is leaning against the stake. If you don't get ringers or leaners, you get one point for the shoe that is closest to the stake. Each player, during his turn, throws two shoes until one player has made 21 points. He becomes the winner.

HUMAN RELATIONS
"MAKING DECISIONS" – HR-41

MESSAGE:

Critical to happiness in our lives is the myriad of decisions we must make daily. All of us, whether big or small, young or old, need to make choices. The quality of those choices is determined by our intellectual and emotional state. Those who have researched a problem, who are aware of various choices available, and who allow time for deliberation will make the best decisions. Many times it is necessary to make decisions quickly. Under these conditions, our decisions are only as good as the past patterns and procedures we have established. What kinds of decisions have you made lately?

WHAT YOU'LL BE SEEING:

STANDARD OPENING: Villa Alegre Fireworks!

HUMAN RELATIONS SLATE (E): (VTR)

AIS (E): Graphic symbols and animated action introduce the Human Relations theme.

DECISIONS (B): Child is concerned because she can't make a decision. (VTR)

CHOOSING A CAREER (B): Sr. Cuco explains that you need skills and education to realize your choice of a career. (A)

RIGHT DECISION (B): A young boy decides not to quit school after all. (VTR)

DECISIONS (B): Precolombo points out the advantages of the human element in making decisions. (A)

RUSTY DECISION (B): Child decides to tell Dr. Nina that she stepped on a rusty nail. (VTR)

THE PENCIL (B): The Alter Ego reminds the little girl that stealing and borrowing are quite different. (A)

I MADE MY DECISION (E): Children decide what kinds of sandwiches they want. (VTR)

NUMBER 5 (S): Montage of five's dissolves into five candles. (A)

I MADE MY DECISION (S): Children decide what kinds of sandwiches they want. (VTR)

MIND GAMES (B): Sr. Cuco explains to the children that games for the mind are good. (A)

POSTER DECISION (B): Child realizes that everyone must make decisions. (VTR)

WHO ARE YOU FOOLING? (B). The Alter Ego reminds the little girl that it is really a good idea to brush her teeth. (A)

ON MAKING DECISIONS (E): Mimo pantomimes making a decision. (VTR)

AIS (S): Graphic symbols and animated action reinforce the Human Relations theme.

STANDARD CLOSING: Villa Alegre Fireworks!

CULTURAL NOTES:

The President's Decisions

In the United States, the President makes many decisions. To make good decisions, he must know the facts about events and situations. The decisions he makes affect the lives of all the people in the country. Therefore, he must use good judgment in appointing the members of his Cabinet who advise him. Even then, like everyone else, his decisions may be wrong, yet he must take responsibility for them. In making some decisions, the President can call special sessions of Congress and make recommendations about crisis situations and important pending legislation. He must make decisions about taxes, civil rights, unemployment, education, inflation, and the conservation of natural resources as well as national defense and foreign policy.

LANGUAGE:

Tomar decisiones puede ser difícil. . . . . Making decisions can be difficult.
(Toh-mahr' deh-see-see-oh'-nehs poo-eh'-deh sehr dee-fee'-seel.)

Tomar decisiones puede ser divertido. . . . . Making decisions can be fun.
(Toh-mahr' deh-see-see-oh'-nehs poo-eh'-deh sehr dee-vehr-tee'-doh.)

VOCABULARY AND EXPRESSIONS:

decidir . . . . . to decide
(deh-see-deer')

el problema . . . . . problem
(ehl proh-bleh'-mah)

escoger . . . . . choose
(ehs-koh-hehr')

la experiencia . . . . . experience
(lah ehgs-peh-ree-ehn'-see-ah)

recomendar . . . . . to recommend
(reh-koh-mehn-dahr')

responsable . . . . . responsible
(rehs-pohn-sah'-bleh)

SUGGESTED GAMES AND ACTIVITIES:

FLIP A COIN

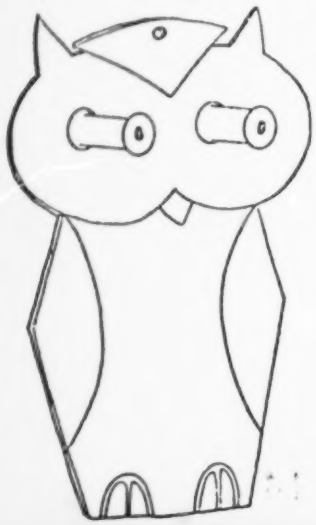
YOU NEED: Enough pennies for half of the people in the class.

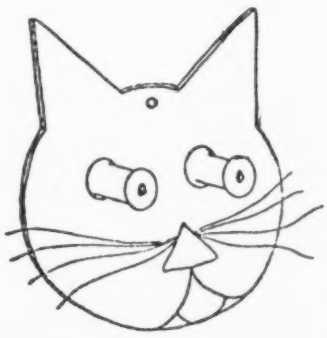
HOW TO DO IT: Some decisions can be made by flipping a coin. Flipping a coin can also be a fun game to play with a friend. One child chooses "heads" while the other child chooses "tails". Flip a coin and let it fall to the ground. The child who has chosen the side facing up wins a point. At the end of ten flips, the child with the most points wins.

A GIFT FOR A SPECIAL PERSON

YOU NEED: Cardboard, tempera paint, thread spools.

HOW TO DO IT: Sometimes it's hard to decide what to give a special person. This rack can be made for ties, scarves or dishtowels. Cut out the body or face of an animal from a piece of cardboard. Paint it and draw in the nose, mouth, etc. Glue the two spools on for eyes and paint it for more color. Cut a small hole at the top of the face so that it can be hung on the wall. You now have a special gift for that special person.





HUMAN RELATIONS
"BEAUTY" – HR-42

MESSAGE:

If several people are asked the question, "What is beauty?", everyone will have a different answer. Beauty is not the same to a Watusi in Africa as it is to a Quechua Indian in the South American Andes. People behold beauty from various perspectives resulting from their experiences and feelings as well as their cultural backgrounds. Beauty truly is in the eye of the beholder. What is beauty to you?

WHAT YOU'LL BE SEEING:

STANDARD OPENING: Villa Alegre Fireworks!

HUMAN RELATIONS SLATE (E): (VTR)

AIS (E): Graphic symbols and animated action introduce the Human Relations theme.

LA BELLEZA (B): A child learns that beauty is in the eye of the beholder. (VTR)

BUENOS DIAS (S): A man watches a sunrise. (A)

BEAUTIFUL SOUL (B): Children discover that there is also inner beauty. (VTR)

MUCHAS GRACIAS (S): Giant ape thanks a woman for giving him a banana. (A)

UGLY DUCKLING (B): Children discover that pretty is as pretty does. (VTR)

TE QUIERO (S): A boy gives a girl a heart with a ribbon around it. (A)

BEAUTY CONTEST (B): Contest to find the most beautiful pet in Villa Alegre. (VTR)

NUMBER 5 (S): Montage of five's dissolves into five candles. (A)

INNER FEELING (B): Child learns of the special beauty of loved ones. (VTR)

BUENAS NOCHES (S): A man, dressed for bed, watches a sunset. (A)

GOPHER'S PRIDE (B): Gopher, as all parents, finds his children beautiful. (VTR)

AIS (S): Graphic symbols and animated action reinforce the Human Relations theme.

STANDARD CLOSING: Villa Alegre Fireworks!

CULTURAL NOTES:

How We See Beauty

Everyone interprets what he sees in his own way. Inasmuch as everyone has lived through different experiences, those past experiences affect the way one interprets what he sees. One person's definition of what is beautiful may contrast greatly from what another person considers beautiful. In the familiar children's story, Beauty and the Beast, the lovely maiden perceived the beast as beautiful because his kindness overshadowed his lack of physical beauty. Cinderella's stepsisters and stepmother did not appreciate her inner beauty because they were only concerned with physical appearances.

Every person has his own kind of "beauty" to share with the world, and we are beautiful when we are able to appreciate that beauty in others.

LANGUAGE:

Belleza es una acción bondadosa. . . . . Beauty is a kind gesture.
(Beh-yeh'-sah ehs oo'-nah ahk-see-ohn' bohn-dah-doh'-sah.)

Belleza es la sonrisa de un niño. . . . . Beauty is the smile of a child.
(Beh-yeh'-sah ehs lah sohn-ree'-sah deh oon neen'-yoh.)

VOCABULARY AND EXPRESSIONS:

el artista . . . . . .artist
(ehl ahr-tees'-tah)

bonito . . . . . .pretty
(boh-nee'-toh)

el escultor . . . . . .sculptor
(ehl ehs-kool-tohr')

El Patito Feo . . . . . .The Ugly Duckling
(Ehl Pah-tee'-toh Feh'-oh)

feliz . . . . . .happy
(feh-lees')

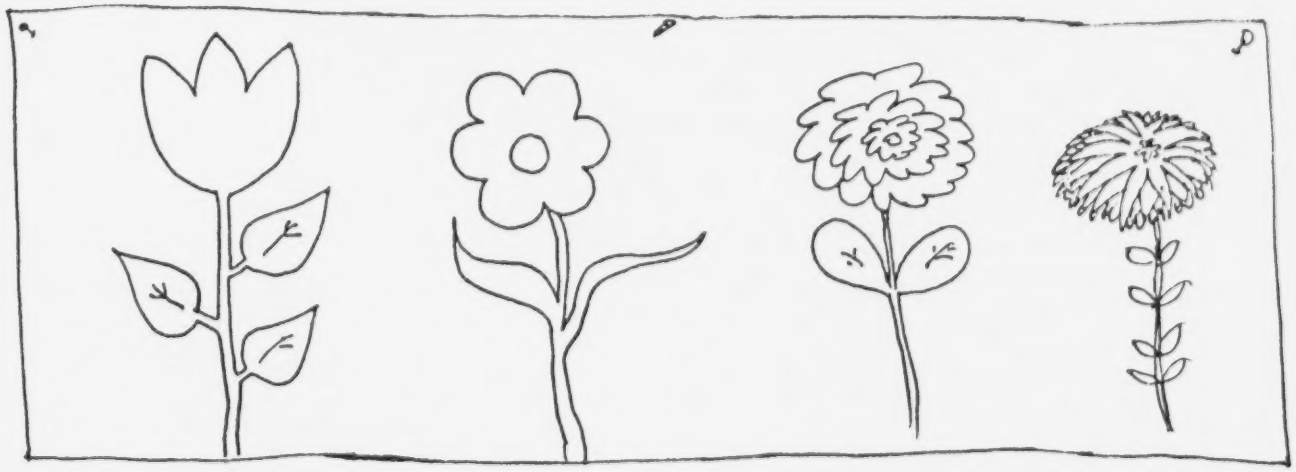
la florecita . . . . . .little flower
(lah floh-reh-see'-tah)

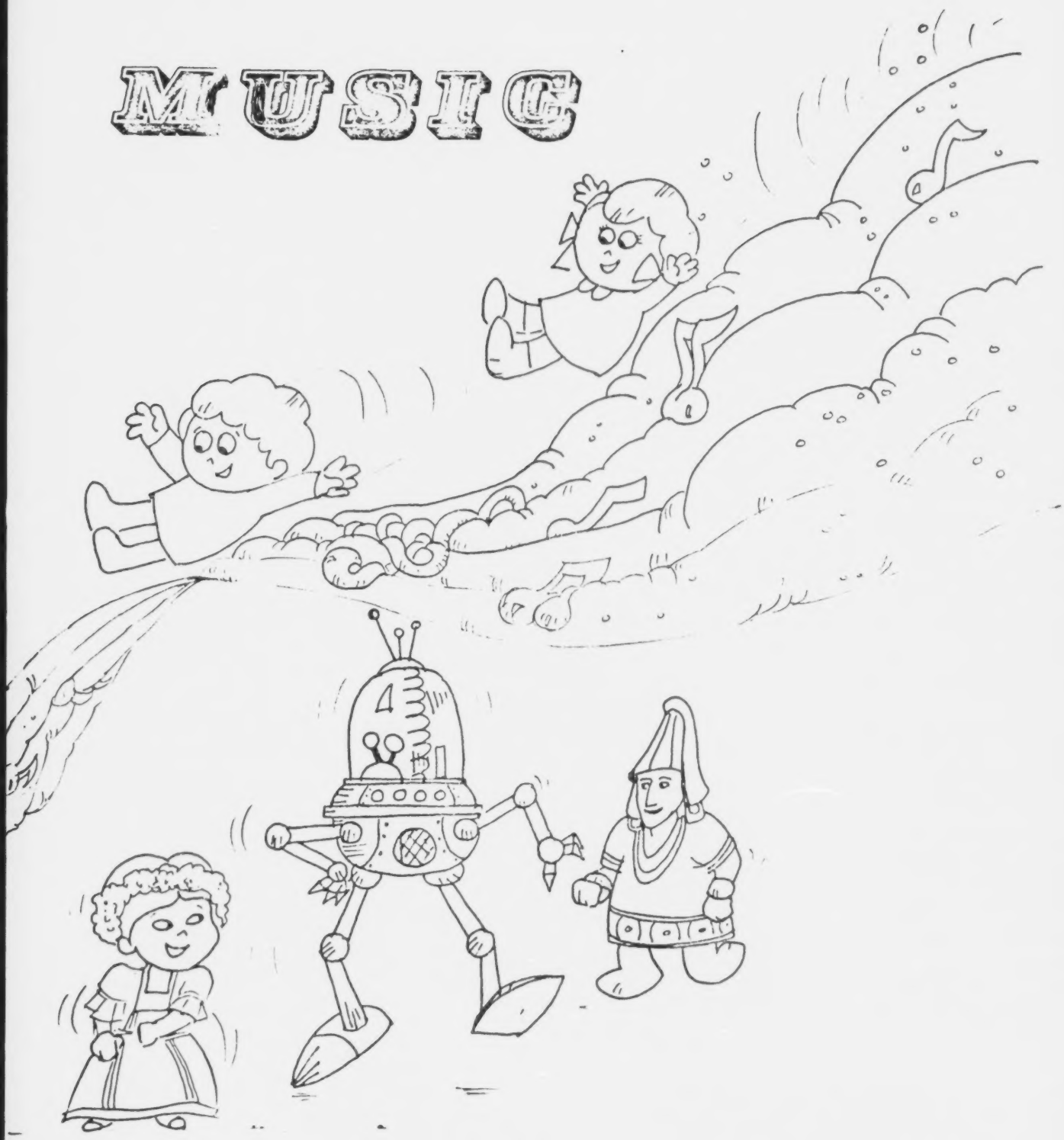
SUGGESTED GAMES AND ACTIVITIES:

BEAUTIFUL FLOWERS

YOU NEED: Several sheets of drawing paper, pencils, crayons or felt-tip pens, paste or glue, scissors, 3' x 5' sheets of white paper.

HOW TO DO IT: To see what each child considers the most beautiful flower, have each one draw and color what, in his opinion, is a beautiful flower. Tape the large piece of paper on the wall and have each child cut his flower out and paste it onto this paper to make a beautiful meadow of flowers. Now they can easily compare each others' flowers and see what each of them saw as "beautiful".




MUSIC

SPANISH LYRICS BY JOSÉ MONTALVO
ENGLISH LYRICS BY ARTURO JUAREZ.

MUSIC BY JOSÉ MONTALVO

FELICIDAD

Pick up
A
F
FE-LI-CI — DAD FE-LI-CI — DAD QUE CO-SA —
-NESS OH HAP-PI — NESS WHAT IS THIS —
Ami. Ami. Gmi7
ES FE-LI-CI — DAD PRE GUN TAS —
THING OH HAP-PI — NESS YOU ASK OF
TÚ Y TE DI —
ME I'LL LET YOU —
Gmi7 Ami7 Gmi7 Ami7 Gmi7 Ami7 Gmi7
RE JU-GAR UN JUE — GO ES FE — LI — CI —
GUESS PLA-YING A GAME WITH YOUR FRIENDSIS HAP — PI —
C7 F F
-DAD FE-LI-CI — DAD FE-LI-CI — DAD ES ES-TU —
-NESS OH HAP-PI — NESS OH HAP-PI — NESS IT'S LEAR-NING
Ami Ami Gmi7
-DIAR Y A — PREN — DER LUE-GO AL FI — NAL IR A PA —
THINGS AT HOME OR SCHOOL AND THEN YOU — GO OUT FOR A —
Gmi7 Ami7 Gmi7 Ami7 Gmi7 Ami7 Gmi7
-SEAR CAN-TAR CAN — CIO — NES ES FE — LI — CI —
WALK AND SING A SONG WITH YOUR FRIENDS IN THE
C7 B C7 Dmi. C7
-DAD FE-LI-CI — DAD CUAN-DOA-BUE-LI — TO NOS CUEN-TA
PARK AND HAP-PI — NESS IS WHEN YOUR GRAN — DAD TELLS YOU A

1977 © BILINGUAL CHILDREN'S TELEVISION INC.

C7 Dmi C7 C7 Dmi
MU-CHOS CUEN-TE-CI TOS FE-LI-CI DAD EN-TRE HER-MA-NI
STORY AND MAKES YOU FEEL GOOD AND HAP-PI NESS IS FRIENDS AND NEIGH-
C7 C7 Dmi I. Pick up
TOS FE-LI-CI DAD EN-TRE A-MI GUI TOS OH HAP-PI
BORS BRO-THERS AND SIS-TERS WITH THEIR
II. C C7 Dmi C7
CA-PERS FE-LI-CI DAD CUAN-DO MA-MI TA NOS SIR-VE
C7 Dmi C7 C7 Dmi
E-LLA CO-MI-DI TA FE-LI-CI DAD CUAN-DO PA-PI
C7 C7 Dmi C7
TO NOS DA TAM BIÉN MU-CHOS BE-SI TOS AND WHEN YOUR

Felicidad, felicidad
Qué cosa es felicidad
Preguntas tú y te diré
Jugar un juego es felicidad.

Felicidad, felicidad
Es estudiar y aprender
Luego al final ir a pasear
Cantar canciones es felicidad.

Felicidad cuando abuelito
Nos cuenta muchos cuentecitos
Felicidad entre hermanitos
Felicidad entre amiguitos.

Oh happiness - Oh happiness
What is this thing - Oh happiness
You ask of me - I'll let you guess
Playing a game with your friends is happiness.

Oh happiness - Oh happiness
It's learning things - at home or school
And then you go - out for a walk
And sing a song with your friends in the park.

And happiness is when your granddad tells you
A story and makes you feel good
And happiness is friends and neighbors,
Brothers and sisters with their capers.

Felicidad, cuando Mamita
Nos sirve ella comidita
Felicidad cuando Papito
Nos da también muchos besitos.

And when your mom - cooks you a meal
It's happiness and it's ideal
Or when your Dad gives you a big kiss
It's happiness that fills you with bliss.

SPANISH LYRICS BY JOSÉ MONTALVO
AND HECTOR DELGADO.
ENGLISH LYRICS BY ARTURO JUAREZ.

MUSIC BY JOSÉ MONTALVO

EL GERMEN

1977 ©BILINGUAL CHILDREN'S TELEVISION, INC.

702

Flotaba, flotaba en el aire un germen
Buscando, buscando donde él vivir
Y cuando, jugabas con tus amiguitos
Un dedo se te hirió.

Some germs may often cause infection
On cuts and bruises they descend
And while you were playing outside
With your neighbors
You bruised your little hand.

A la proteína que alerta estaba
Aquel mensaje de dolor llegó
Su ejército envió.

The battle was when the antibodies marched
And followed by bands of valiant white corpuscles
They marched with direction
Right through the infection
The germ(s) had lost the war.

Proteínas, proteínas
Protegen tu cuerpo
Proteínas, proteínas
Al germen vencieron.

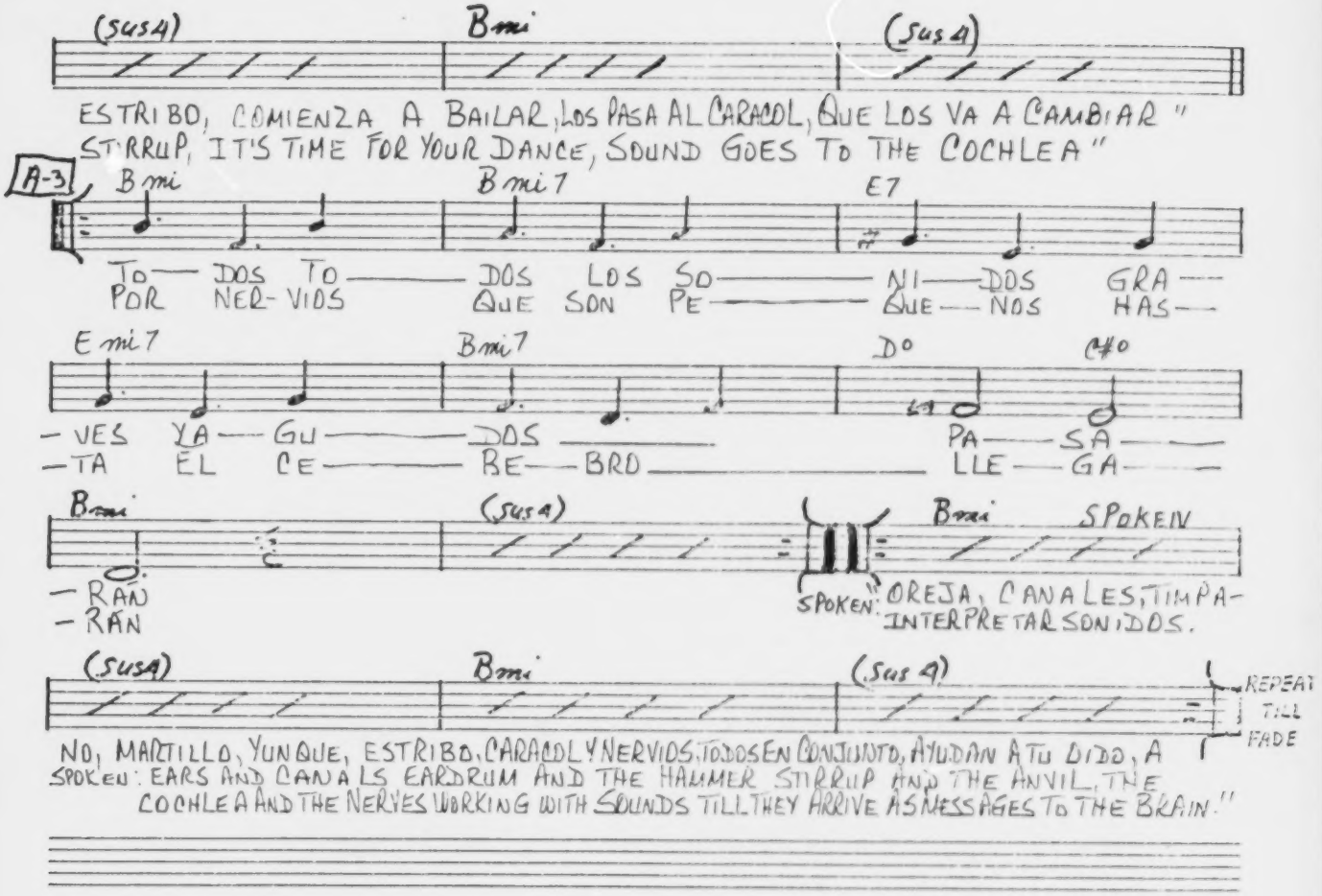
SPANISH LYRICS BY HECTOR DELGADO
AND WILFREDO RODRIGUEZ
ENGLISH LYRICS BY ARTURO JUAREZ

MUSIC BY MOISÉS RODRIGUEZ

EL OIDO

1977 © BILINGUAL CHILDREN'S TELEVISION INC.

FACILITIES MUSIC PUBLISHING 702



Oye, yo quiero cantarte
De los oídos su función
Cuando recibe los ruidos
El los convierte en sonidos.

Entran los ruidos por la oreja
Pasan por canales
Y al tímpano pegan.

Listen and I'll sing the story
About your ears and how they work
How ears receive a sound and convert it
Till messages they become.

Noises ears gather
They go by canals
And upon arriving
The eardrum they bang.

Vibra tu tímpano
Con los sonidos alegres de mi canción
Mueve, mueve el martillo
Y golpeando al yunque lo hace sonar.

Despierta el estribo
Comienza a bailar
Los pasa al caracol
Que los va a cambiar.

Eardrums like timpani
Vibrate with all the sounds
Of pretty songs
Vibrating moving the hammer
That strikes the anvil
To make a sound.

Wake-up, Mr. Stirrup
It's time for your dance
Sound goes to the cochlea.

Todos, todos los sonidos
Graves y agudos pasarán
Por nervios que son pequeños
Hasta el cerebro llegarán.

Oreja, canales
Tímpano, martillo
Yunque, estribo
Caracol y nervios.
Todos en conjunto
Ayudan a tu oído
A interpretar sonidos.

Ears and canals
Eardrum and the hammer
Stirrup and the anvil
The cochlea and the nerves
Working with sounds.
Till they arrive as messages
To the brain.

SPANISH LYRICS BY HECTOR DELGADO
AND WILFREDO RODRIGUEZ.
ENGLISH LYRICS BY ARTURO JUAREZ.

MUSIC BY MOISES RODRIGUEZ

ARMONÍA

A
C7 F G
SO-MOS NI-ÑOS DEL MUN—DO TE QUE-RE-MOS CAN-
SING-A-LONG WITH THE CHIL—DREN AS WE CLEAN UP THE
C C7 F
—TAR CUI-DA-RE—MOS LA TIE—RRA
LAND PICK-ING UP ALL THE GAR—BAGE
G C7 Dm7 C7 B C Dm7 Em7
QUE DE TO—DOS ES HO—GAR SI TO—DOS
NA-TURE NEEDS A HEL-PING HAND IF WE ALL
G7
— NOS A—YU—DA—MOS
— PITCH IN TO—GE—THER
C Dm7 Em7 G7
NUES—TRO HO—GAR LIN—DO SE—RA A
HEA—VY WORK SEEMS LIKE A FEA—THER
C7 F
MUY LIM-PIO SE VE—RA
HAP-PI-NESS WILL A—BOUND
G7 C C7
Y HA-BRÁ FE-LI-CI—DAD LIM-PIA-RE—MOS LOS
AS WE PICK UP ALL A—ROUND AND THE CI—TIES AND

1977 © BILINGUAL CHILDREN'S TELEVISION, INC.

Somos niños del mundo
Te queremos cantar
Cuidaremos la tierra
Que de todos es hogar.

Si todos nos ayudamos
Nuestro hogar lindo será
Muy limpio se verá
Y habrá felicidad
Limpiaremos los ríos
Las ciudades y demás.

Trabajaremos juntos
Nuestra tarea será
Mantener nuestro mundo
En unión y amistad.

Sing-a-long with the children
As we clean up the land
Picking up all the garbage
Nature needs a helping hand.

If we all pitch in together
Heavy work seems like a feather
Happiness will abound
As we pick up all around
And the cities and streams
Like a diamond they'll gleam.

Somos niños del mundo
Te queremos cantar
Cuidaremos la tierra
Que de todos es hogar.

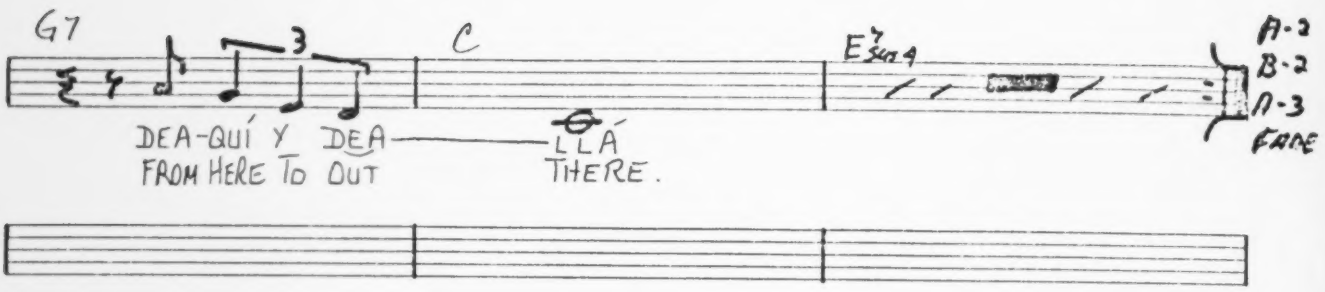
Sing-a-long with the children
As we clean up the land
Picking up all the garbage
Nature needs a helping hand.

SPANISH LYRICS BY JOSE MONTALVO
AND HECTOR DELGADO.
ENGLISH LYRICS BY HECTOR DELGADO.

MUSIC BY PEDRO BERRIOS

EL FUTURO FANTASTICO

154 1977 © BILINGUAL CHILDREN'S TELEVISION, INC.



Allá en el futuro quien puede saber
La vida entonces como allí será
Vivirás en Marte
Bajo tierra o mar
Flotando en el aire
En nave espacial.

Cómo hablaremos por cable o señal
Quizás aparatos falta ya no harán
Por telepatía o lenguaje mental
Comunicaremos de aquí y de allá.

There in the future who ever can know
The life of tomorrow and how will it be
Will you live on Mars
Beneath Earth or Sea
Will you float on air
Or zooming spaceships.

Shall we speak either by cable or sound
Perhaps we won't need mechanical means
By telepathy which is language of mind
We will speak together from here to out there.

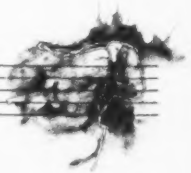
Allá en el futuro quien puede saber
La vida entonces como allí será
Vivirás en Marte
Bajo tierra or mar
Flotando en el aire
En nave espacial.

Tal vez volaremos en un sillón
Que sea empujado todo a propulsión
Y autos que vuelen como un avión
Así visitamos a otra nación.

Maybe we'll fly on a pretty loveseat
Pushed by propulsion or that sort of thing
And automobiles which will fly like airplanes
By such things we'll travel, all around the world.

There in the future who can ever know
Your neighbors and playmates will they be the same
Perhaps little children
Or people from space
Or perhaps a robot
That can sing and play.

Allá en el futuro
Quien puede saber
Amigos entonces como ellos serán
Quizás sean personas
O un ser espacial
O tal vez sean robots
Que sepan cantar.



SPANISH LYRICS BY JOSÉ MONTALVO
AND WILFREDO RODRIGUEZ
ENGLISH LYRICS BY ARTURO JUAREZ

MUSIC BY JOSÉ MONTALVO

LOS CINCO SENTIDOS

1977 © BILINGUAL CHILDREN'S TELEVISION, INC.

702

Los sentidos que tú tienes
En tu cuerpo son de utilidad.

All the five senses that are in our
Bodies are helpful in all that we do.

Oler, oír y gustar, también poder ver
Y también tocar,

Tasting and smelling and seeing and hearing
And touching are helpful to you.

Los perfumes, los aromas
Que tu naricita olerá.

Smelling perfumes and aromas that float
Through the air and go right to your nose.

Cuando comes, con el gusto
Saboreas lo rico de un manjar.

And when you eat all the food is a treat
As you use the sensation of taste.

Oler, oír y gustar, tocar y mirar
Tus sentidos son.

Tasting and smelling and seeing and hearing
And touching are helpful to you.

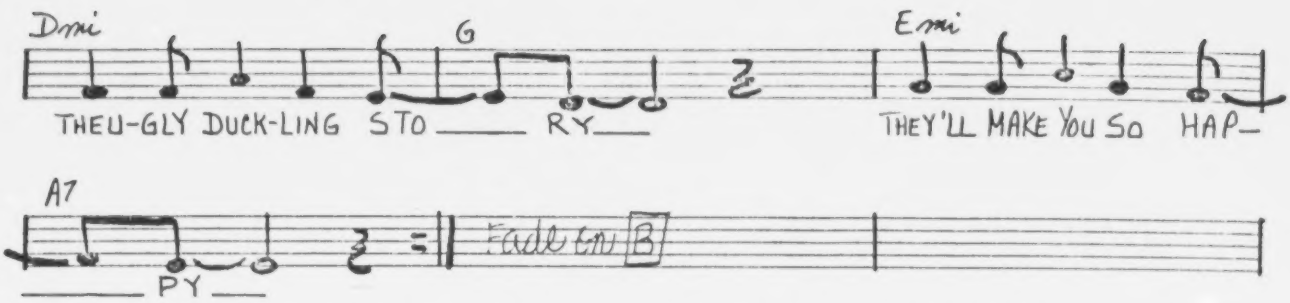
SPANISH LYRICS BY MOISES RODRIGUEZ
AND HECTOR DELGADO
ENGLISH LYRICS BY ARTURO JUAREZ.

MUSIC BY MOISES RODRIGUEZ

CUENTOS Y CUENTISTAS

Voc.
A
A E7 A D7
ME LLA-MAN EL TRO-VA DOR VIA
CALL ME A MINS-TREL MAN I
G D7 G C7 F C7
-JAN-DO DE PUE-BLOEN PUE-BLO DO FRE-CIEN-DO LEA LA
TRA-VEL FROM TOWN TO TOWN I OF-FER ALL OF MY
F F B7 E7 Voc.
GEN-TE- TO-DOS MIS HER- MO-SOS CUEN-TOS THEY
STO-RIES I AM HERE TO MAKE YOU HAP-PY
B
Dmi G7 Emi A7
LA BE-LLA DUR-MIEN- TE- EL GA-TO CON BO-
Dmi G
-TAS- TAM-BIÉN PUL-GAR-CI- TO-
Emi A7 Dmi G7
LA CA-PE-RU-CI- TA- SLE-EPING BEAU-TY IS-
Emi A7
-ONE- PUSS'N' BOOTS IS SUCH- FUN-

1977 © BILINGUAL CHILDREN'S TELEVISION, INC.



Me llaman el trovador
Viajando de pueblo en pueblo
Ofreciéndole a la gente
Todos mis hermosos cuentos.

They call me a minstrel man
I travel from town to town
I offer all of my stories
I am here to make you happy.

La bella durmiente
El gato con botas
También Pulgarcito
La caperucita.

Sleeping Beauty is one
Puss 'n' Boots is such fun
The Ugly Duckling story
They'll make you so happy.

Les traigo alegría
Con mis cuentecitos
El patito feo
Los siete enanitos.

Tales of Cinderella
The story of the flea
They are all so happy
They'll fill your heart with glee.

SPANISH LYRICS BY WILFREDO RODRÍGUEZ
AND HECTOR DELGADO
ENGLISH LYRICS BY ARTURO JUAREZ.

MUSIC BY WILFREDO RODRIGUEZ

Gotitas de Agua

1977 © BILINGUAL CHILDREN'S TELEVISION, INC.

Gotita de agua que estás en el aire
Con otras gotitas una nube formas
Convertida en lluvia visitas la tierra
El sol te evapora y luego regresas.

Al amanecer el rocío se forma
En las noches, claras tranquilas y frescas
Gotita de agua que ves en las hojas
Que los pajaritos e insectos se toman
Gotita de agua que ves en las hojas
Que los pajaritos e insectos se toman.

When the rain is falling the raindrops are shining
Like a million mirrors, that reflect the sun
Then you see the rainbow
Full of many colors
A beautiful gift from nature to us.

Gotita de agua
Little drops of water.

PACIFIC MUSIC PAPERS

167

BEST COPY AVAILABLE

SPANISH LYRICS BY HECTOR DELGADO
AND WILFREDO RODRIGUEZ
ENGLISH LYRICS BY ARTURO JUAREZ.

MUSIC BY PEDRO BERRIOS

EL JARDÍN

1977 © BILINGUAL CHILDREN'S TELEVISION, INC.

El jardín es universo
En que brotan los capullos
Siempre lleno de colores
Siempre lleno de murmullos.

Gardens are beautiful places
Where the flowers grow so pretty
They are always full of colors
Look at that lovely lilly.

Sinfonía de colores
Es el jardín de mi casa
Zumbidos de colibrí
Que vuela de rosa en rosa.

In the garden of my patio
I can see the butterflies
They have many pretty colors
As pretty as all the flowers.

El jardín es universo
En que brotan los capullos
Siempre lleno de colores
Siempre lleno de murmullos.

Gardens are beautiful places
Where the flowers grow so pretty
They are always full of colors
They are always full of whispers.

SPANISH LYRICS BY JOSÉ MONTALVO
AND HECTOR DELGADO.
ENGLISH LYRICS BY ARTURO JUAREZ.

MUSIC BY JOSÉ MONTALVO

A DAY AT THE FARM

1977 © BILINGUAL CHILDREN'S TELEVISION, INC.

702

Qué divertido es pasar
Unos días en la granja
Rodeado de animales
Disfrutando de la vida.

Hay muchas vacas y becerros
Las gallinas ponen huevos
Podemos ordeñar vacas
Y corremos a caballo.

Lindas mañanas del campo
Despertamos con los gallos
Sentimos la fresca brisa
Y del sol los tibios rayos.

It's such a pleasure to stay
On a farm for a few days
Being with all of the animals
You can have yourself a good time.

You'll see the cows with their calves
And the chickens laying eggs
Go and milk yourself a cow
Then go riding on a pony.

Days on the farm are so nice
We can wake up with the rooster(s)
Feeling the wind in our hair
Watching the sunlight up the meadow.

SPANISH LYRICS BY WILFREDO RODRIGUEZ
AND HECTOR DELGADO.
ENGLISH LYRICS BY ARTURO JUAREZ.

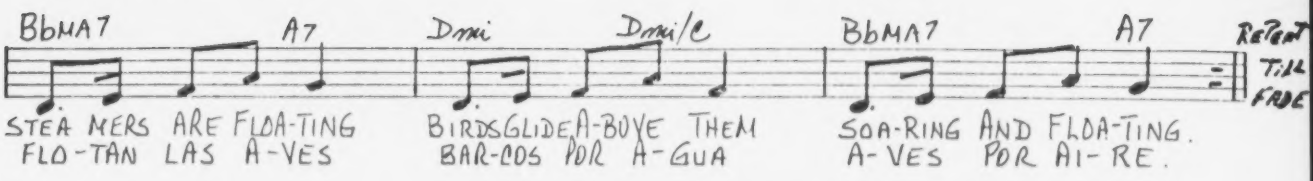
MUSIC BY PEDRO BERRIOS

COSAS QUE FLOTAN

A
Dmi. Dmi/C G9/B A7sus4 Dmi Dmi/C
FLO-TA MI BAR-QUI-TO DE PA—PEL CUAN-DO LO HE-CHO
G9/B A7sus4 Dmi Dmi/C G9/B A7sus4
EN EL A-GUA CO-MO FLO-TAN CO-SAS QUIE—RO VER
Dmi Dmi/C A7 Dmi. B Dmi Dmi/C
SUA-VE CON LA BRI-SA JUE-GAN TAM-BIÉN FLO—TAN LOS BAR-COS
BbMA7 A7 Dmi Dmi/C BbMA7 A7
FLO-TAN LAS A-VES BAR-COS POR A-GUA A-VES POR AI—RE
A-2 Dmi. Dmi/C G9/B A7sus4 Dmi. Dmi/C
SEE MY LIT-TLE BOAT NO-W WATCH IT FLOW AS I PLA-CE IT
G9/B A7sus4 Dmi. Dmi/C G9/B A7sus4
IN THE WA-TER I WOULD LIKE TO KNOW WHA-AT MAKES THINGS FLOAT
Dmi Dmi/C A7 Dmi. B-2 Dmi Dmi/C
AND THE LIT-TLE BREEZE THAT MO-VES MY BOAT O—VER THE WA-TERS
FLO-TAN LOS BAR-COS

1977 © COPYRIGHT BILINGUAL CHILDREN'S TELEVISION, INC.

702



Flota mi barquito de papel
Cuando lo hecho en el agua
Como flotan cosas quiero ver
Suave con la brisa juegan también.

Flotan los barcos
Flotan las aves
Barcos por agua
Aves por aire.

See my little boat, now watch it float
As I place it in the water
I would like to know what makes things float
And the little breeze that moves my boat.

Over the waters
Steamers are floating
Birds glide above them
Soaring and floating.

Flotan los barcos
Flotan las aves
Barcos por agua
Aves por aire.

Over the waters
Steamers are floating
Birds glide above them
Soaring and floating.

Flotan los barcos
Flotan las aves
Barcos por agua
Aves por aire.

Over the waters
Steamers are floating
Birds glide above them
Soaring and floating.

ENGLISH LYRICS BY ARTURO JUAREZ
SPANISH LYRICS BY JOSÉ MONTALVO
AND WILFREDO RODRIGUEZ

MUSIC BY JOSÉ MONTALVO

LOS DEPORTES

A
E-7 E-7 D D
LO IM-POR-TAN-TE DEL — DE-POR-TE
ES JU-GAR EN AR — MO — NI — A
NO SO-LOES GUE-RER — GA-NAR
Y PO-DER PAR-TI — CI — PAR
E-7 E-7 D D
IT'S IM-POR-TANT TO RE-MEM-BER PLA-YING GAMES OF SPORTS ARE FUN
MAKES NO DI-FFE-RENCE — WHOS THE WINNER ONE FOR ALL AND ALL — FOR ONE
B
G G A7 A7
BA-LON-PIÉ BEIS-BOL — Y TE-NNIS
DE-POR-TES DE TO — DAS CLA-SES
BA-LON-CES-TOY NA — TA-CIÓN
SE JUE-GAN EN LA — NA-CIÓN
B7
LA NA — CIÓN —
C
E-7 E-7
PLA-YING GAMES OF SPORTS — WILL MAKE YOU HAPPY
HEALTH AND VI-GOR'S SURE — TO FO-LLOW
D D E-7 E-7
AND THE EX-ERCI-SE — IS GREAT
GO A-HEAD PAR-TI — CI — PATE
DE-POR-TES SON DI — VER-SIÓN
NOS DAN SA-LUD Y — VI-GOR
D
D D G G
E-JER-CI — CIO TAM — BIÉN SON
LOS DE-POR-TES BUE — NOS SON
SPORTS ARE PLAYED WITH MA — NY PEO-PLE
EI-THER WAY YOU WANT — TO PLAY THEM
A7 A7 B7 FIN
OR THEY CAN BE PLAYED — BY ONE
GAMES OF SPORTS ARE REA — LLY FUN
REA-LLY FUN —

COPYRIGHT © BILINGUAL CHILDREN'S TELEVISION, INC. 1977.

Lo importante del deporte
No sólo es querer ganar
Es jugar en armonía
Y poder participar.

It's important to remember
Playing games of sport are fun
Makes no difference who's the winner
One for all and all for one!

Balompié, beísbol y tenis
Baloncesto y natación
Deportes de todas clases
Se juegan en la nación, la nación.

Playing sports will make you happy
And the exercise is great
Health and vigor's sure to follow
Go ahead, participate!

Deportes son diversión
Ejercicio también son
Nos dan salud y vigor
Los deportes buenos on.

Sports are played with many people
Or they can be played by one
Either way you want to play them,
Games of sport are really fun . . .
really fun . . .

SPANISH LYRICS BY JOSÉ MONTALVO
AND WILFREDO RODRIGUEZ
ENGLISH LYRICS BY ARTURO JUAREZ

MUSIC BY JOSÉ MONTALVO

Con Las Dos Manos

© COPYRIGHT BILINGUAL CHILDREN'S TELEVISION, INC. 1977.

Con las dos manos
Con las dos manos
Muchas cosas tú harás.

With our two little hands
With our two little hands
There are many things to do.

Tu carita lavarás
Tus dientes cepillarás.

Your little face you can wash
And your white teeth also brush.

Puedes jugar y trabajar
Con las manitas hablar.

With your hands you can play
With your hands you can work
You can even talk with hands.

Tu pelo puedes peinar
Cada día, al levantar.

You can also brush your hair
Every day when you awake.

Tra La La La La La La La
Con las dos manos
Con las dos manos pintar.

Tra La La La La La La La
With your two little hands
With your two hands you can paint.

La La La La La La
Con las dos manos
Con las dos manos jugar.

SPANISH LYRICS BY HECTOR DELGADO
AND WILFREDO RODRIGUEZ
ENGLISH LYRICS BY ARTURO JUÁREZ.

MUSIC BY MOISES RODRIGUEZ AND
PEDRO BERRIOS.

WHY DO I HAVE TO?

A F#7 Bbmi Bmi F#7 G#7
POR-QUÉ MIS DIEN-TES TEN — GO QUE LIM-PIAR POR-QUÉ TEM-
WHY I HAVE TO BRUSH MY TEETH AND TELL ME
C#mi C#mi Emi F# Bbmi Bmi
PRA-NO ME VOY A-COS-TAR POR — QUÉ ALAES-CUE-LA YO — TEN GO QUE
WHY I HAVE TO GO TO SLEEP AND ALSO — WHY I HAVE TO GO TO
F#mi G#7 C#mi C#mi
IR POR-QUÉ MI CUER-PO TEN — GO QUE LA — VAR
SCHOOL OR TAKE A BATH AND WHY — IT IS A RULE
B D D#0 A F#mi C#mi7 E7
NUES-TROS PA-DRES Y MA — ES — TROS SO — LO QUIE-REN NUES-TRO
AND THERE ARE TIMES WHEN WE ASK THE QUES-TION WHY DO I HAVE
A A7 D D#0 A F#mi
BIEN
TO
AUN-QUE A VE-CES PRE-GUN — TA — MOS SIEM-PRE ES
FOR WHEN WE'RE HOME OR AT SCHOOL SOME-ONE WILL
C#mi7 E7 A D.C. al Fine
— BUE — NO O — BE-DE-CER PLEASE TELL ME
D.C. al Fine
SAY SPOKEN: " YOU JUST HAVE TO " POR-QUE MIS

1977 © BILINGUAL CHILDREN'S TELEVISION, INC.

¿Por qué mis dientes tengo que limpiar?
¿Por qué temprano me voy acostar?
¿Por qué a la escuela yo tengo que ir?
¿Por qué mi cuerpo tengo que lavar?
Nuestros padres y maestros
Solo quieren nuestro bien
Aunque a veces preguntamos
Siempre es bueno obedecer.

Please tell me why I have to brush my teeth?
And tell me why I have to go to sleep?
And also why I have to go to school?
Or take a bath and why it is a rule?
And there are times when we ask the
Question, why do I have to?
For when we're home or at school
Someone will say, (spoken) "You just have to".

¿Por qué mis dientes tengo que limpiar?
¿Por qué temprano me voy acostar?
¿Por qué a la escuela yo tengo que ir?
¿Por qué mi cuerpo tengo que lavar?
A veces todos preguntan
¿Por qué lo tengo que hacer?
Cuando en casa o en la escuela
Nos dicen . . . (spoken) "Esto hay que hacer".

SPANISH LYRICS BY JOSE MONTALVO
AND WILFREDO RODRIGUEZ.
ENGLISH LYRICS BY ARTURO JUAREZ.

MUSIC BY JOSÉ MONTALVO

TOGETHERNESS

1977 © BILINGUAL CHILDREN'S TELEVISION, INC

702

La gente del mundo, unida debe estar
Así conservamos amor y amistad
Familias unidas es felicidad
Compartiendo siempre, amor y amistad.

Let happiness be in everyone's heart
The love that we share will never let us part
We'll all pull together singing as we play
With friendship of people, harmony all day.

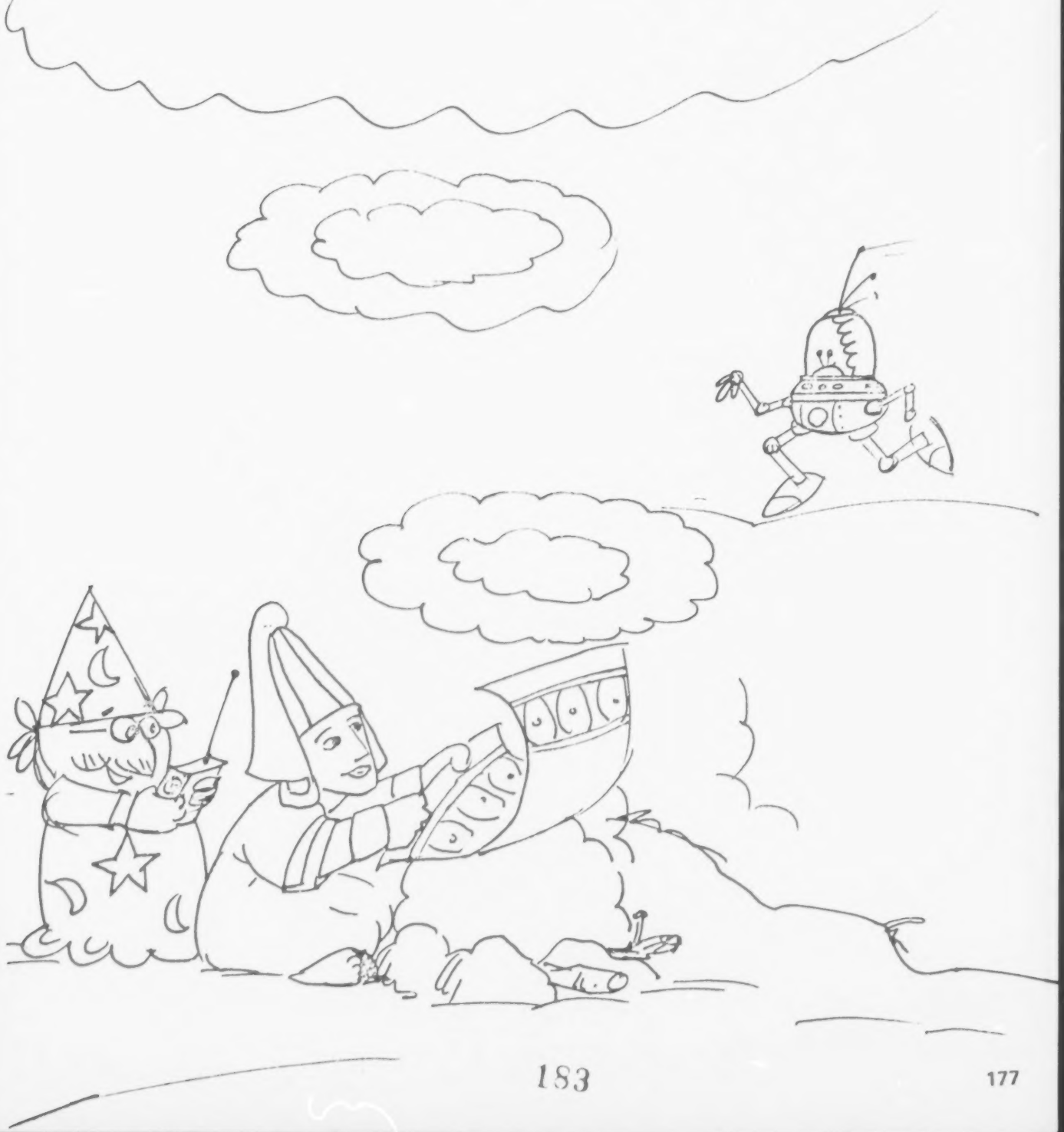
Seamos, amigos, cantemos en paz
Y brille este mundo de felicidad
Compartiendo todos la bella hermandad
Cantemos unidos por amor y paz.

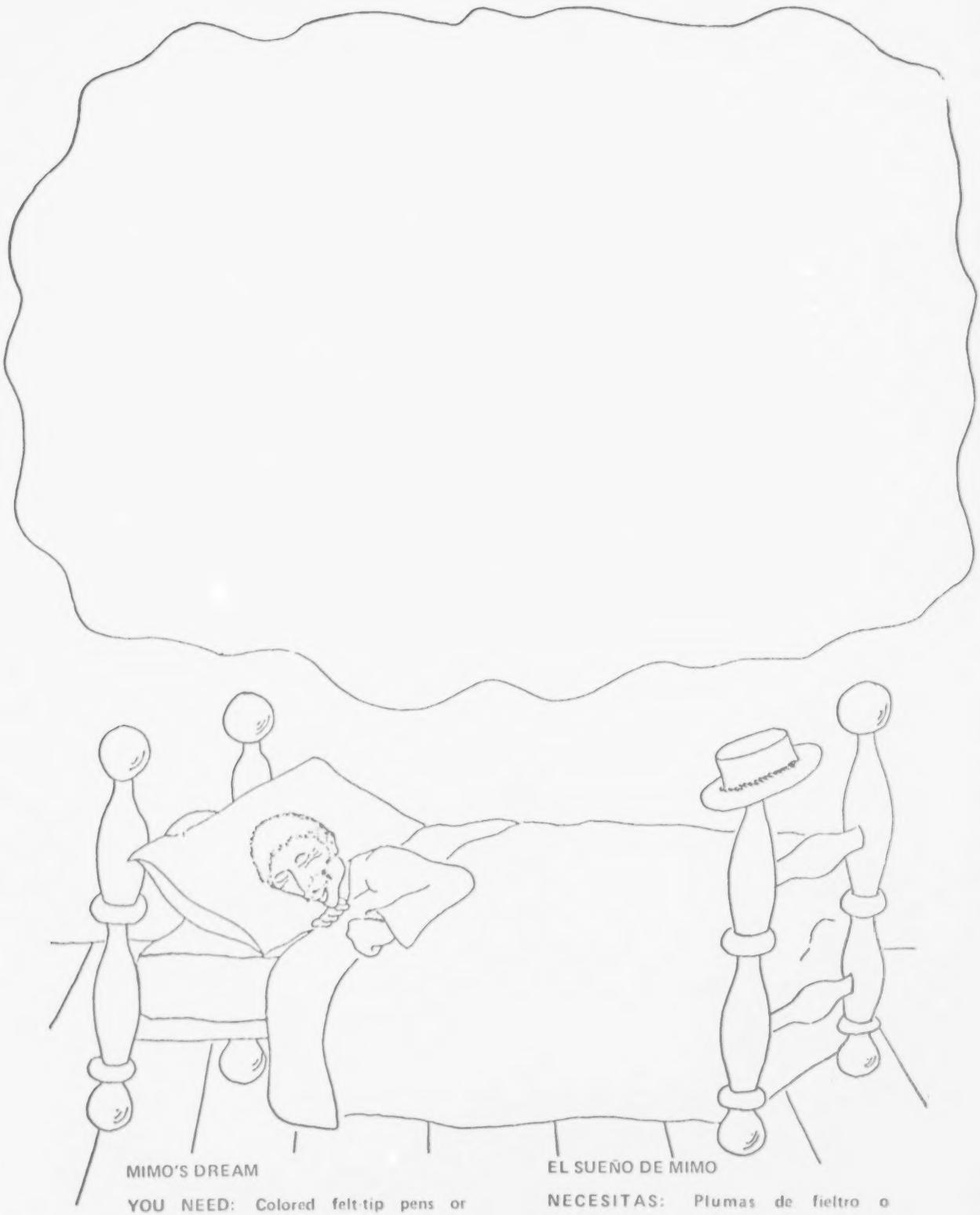
Let happiness be in everyone's heart
Compartiendo siempre amor y amistad
With friendship of people, harmony all day
Cantemos unidos por amor y paz
We'll all pull together, singing as we play.

TEAR-OUT

BEST COPY AVAILABLE

ACTIVITIES





MIMO'S DREAM

YOU NEED: Colored felt-tip pens or crayons.

HOW TO DO IT: Mimo is having a dream. By the look on his face it seems to be a funny dream. Can you think of what it might be? Draw in and color the funniest dream you can imagine.

EL SUEÑO DE MIMO

NECESITAS: Plumas de fieltro o creyones.

COMO SE HACE: Mimo está soñando. Por la expresión de su cara parece que es un sueño gracioso. ¿Se te ocurre qué puede ser? Dibuja y colorea el sueño más gracioso que puedas imaginar.

UNITE THE LETTERS

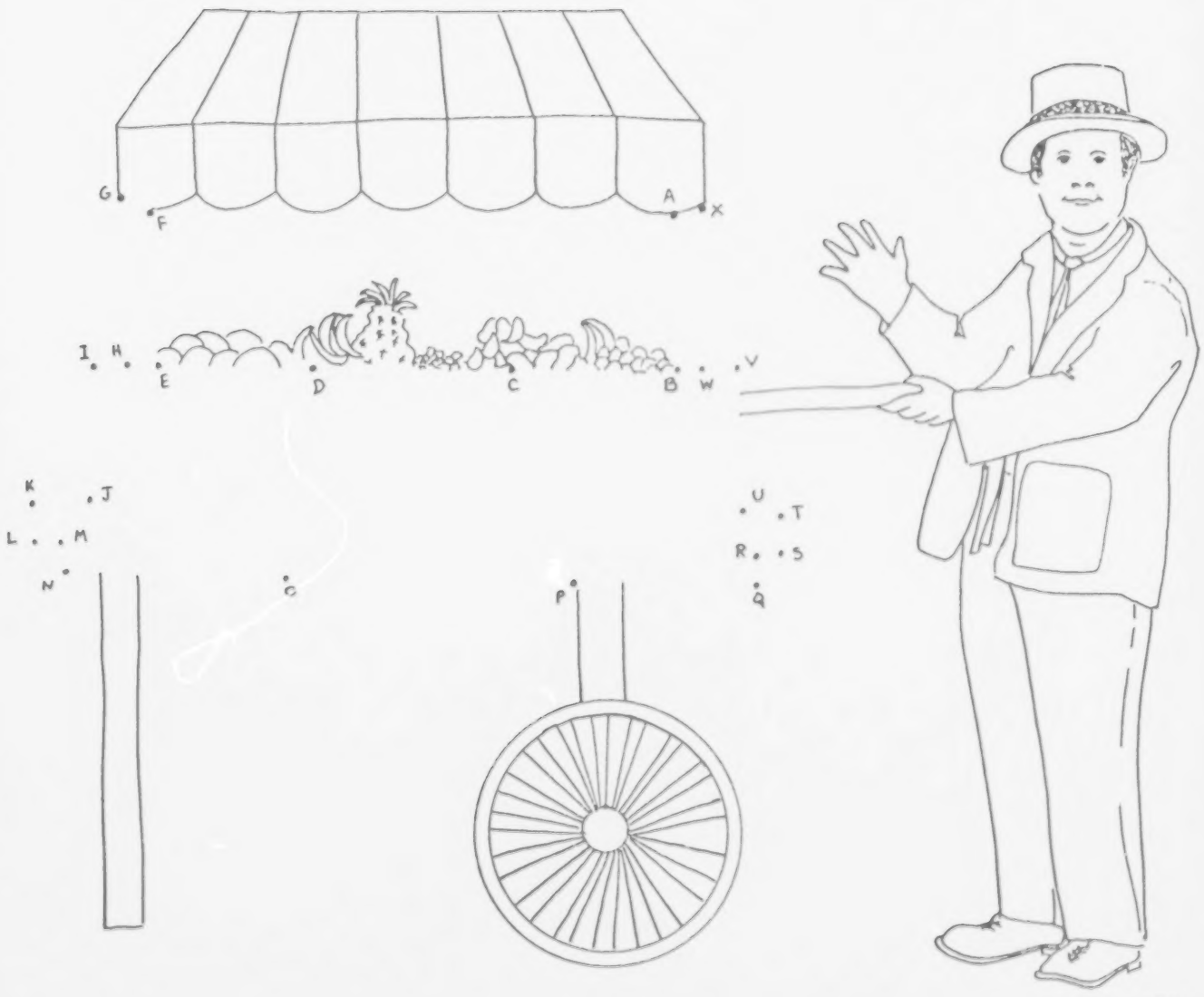
YOU NEED Pencil.

HOW TO DO IT: Join the letters in consecutive order, A through X, to see what El Vendedor is doing.

UNE LAS LETRAS

NECESITAS: Lápiz.

COMO SE HACE: Une las letras en orden consecutivo, desde la A hasta la X para que puedas ver que está haciendo el Sr. Vendedor.



VILLA ALEGRE MAZE

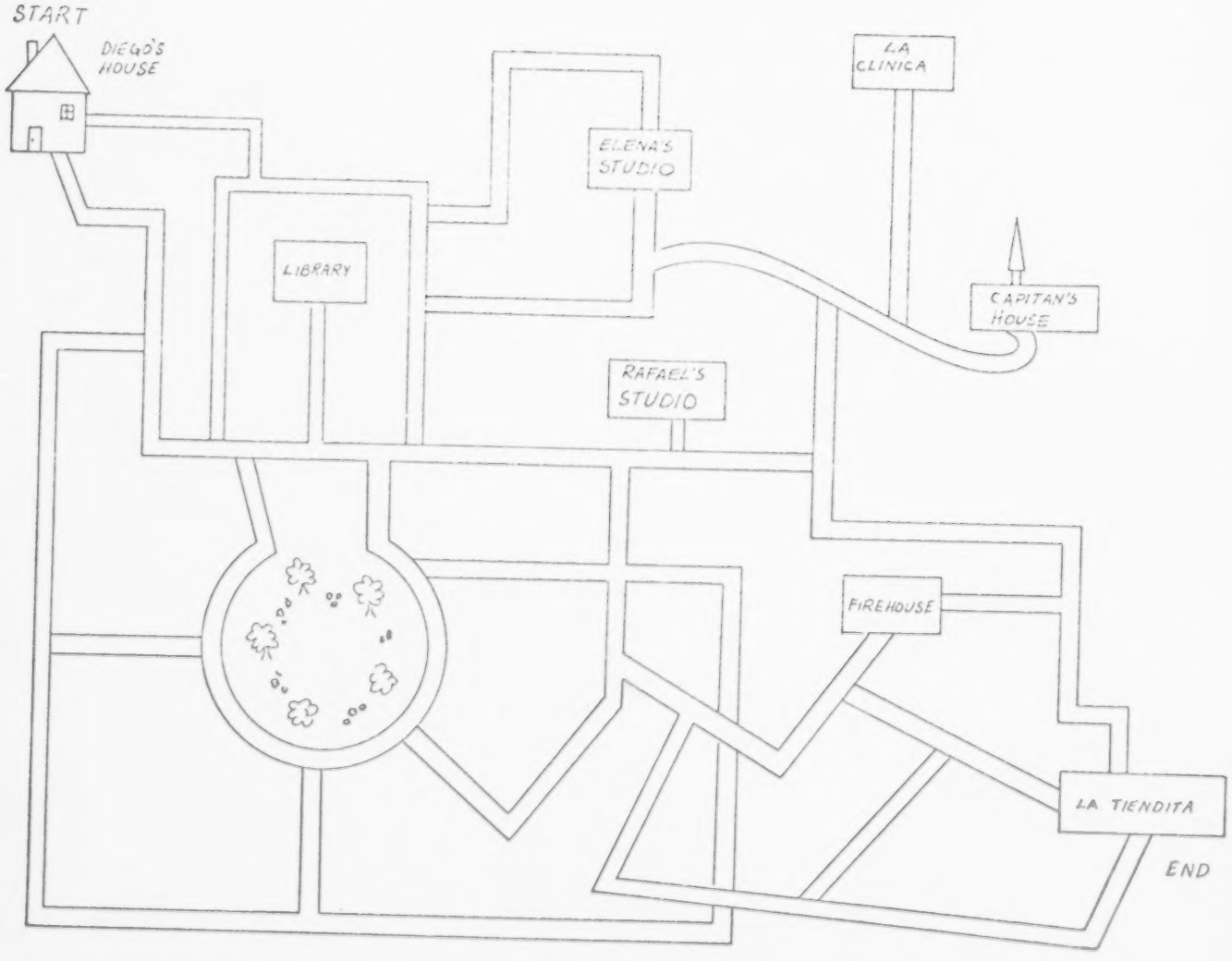
YOU NEED: Pencil.

HOW TO DO IT: Diego's mother has sent him to La Tiendita to buy bananas for a pudding. Diego lives at one end of town and La Tiendita is at the other end of town, and he's never been there by himself. Can you help him find his way?

EL LABERINTO DE VILLA ALEGRE

NECESITAS: Lápiz.

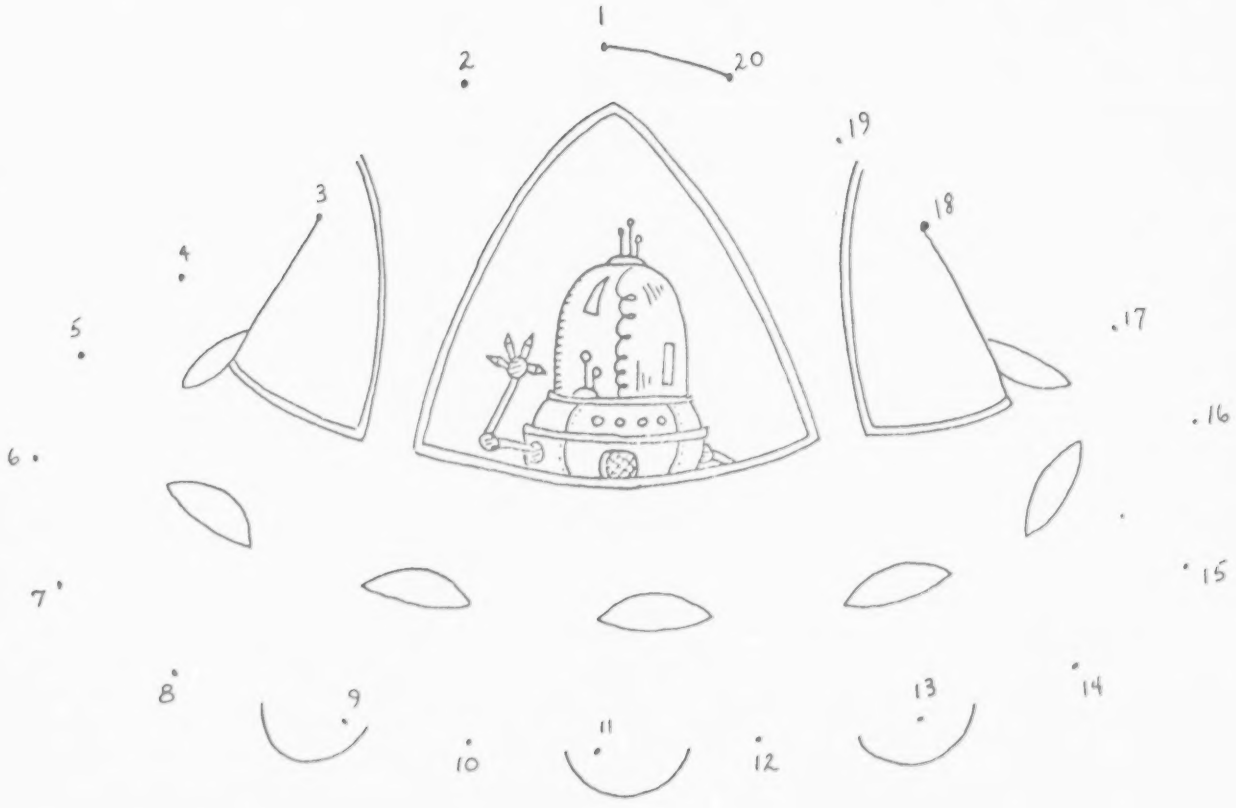
COMO SE HACE: La mamá de Diego lo ha enviado a comprar plátanos a La Tiendita para hacer un budín. Diego vive a un extremo de la villa y La Tiendita está al otro extremo del pueblo. Diego no sabe cómo llegar a La Tiendita. ¿Puedes ayudarlo a encontrar su camino?



UNITE THE NUMBERS

YOU NEED: Pencil.

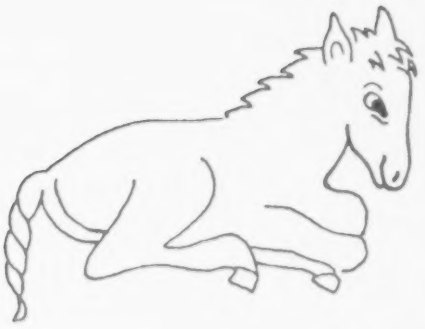
HOW TO DO IT: Unite the dots numbered from 1 to 20 to find out where Robot is waving from.



UNE LOS NUMEROS

NECESITAS: Lápiz.

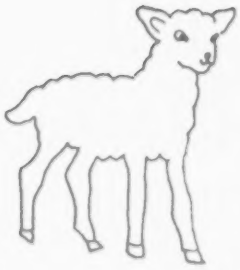
COMO SE HACE. Une los puntos numerados del uno al veinte para que puedas descubrir a quién está saludando Robot.

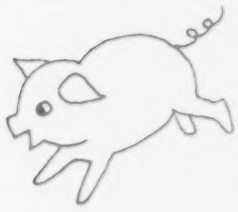


BABY ANIMAL FARM

YOU NEED: Crayons, scissors, glue.

HOW TO DO IT: Color all the pictures on this page and then cut them out. Now glue them in the appropriate spaces on the Baby Animal Farm picture on the opposite page. Now, put the finishing touches on the farm by coloring in the remainder of the picture.

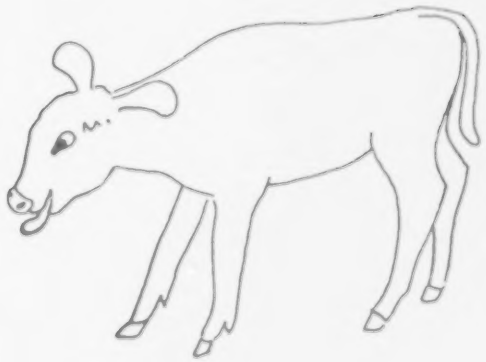




LA GRANJA DE LOS ANIMALES BEBE

NECESITAS: Creyones, tijeras, goma de pegar.

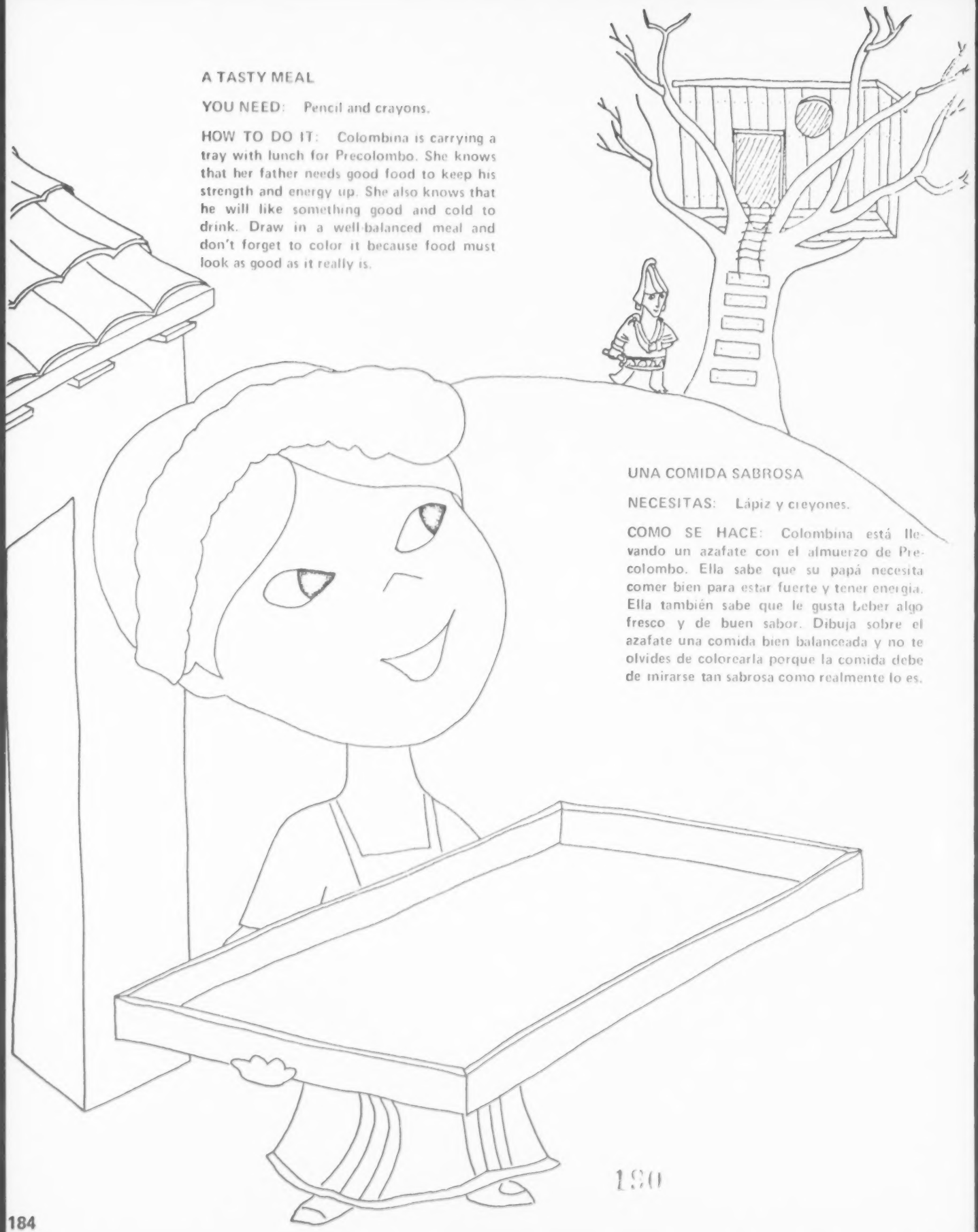
COMO SE HACE: Colorea todos los dibujos de esta página y recórtalos. Ahora pégalos en los lugares apropiados en el dibujo de la granja de Animales Bebés que está en la otra página. Ahora ya puedes poner los toques finales a la granja coloreando el resto del dibujo.



A TASTY MEAL

YOU NEED: Pencil and crayons.

HOW TO DO IT: Colombina is carrying a tray with lunch for Precolombo. She knows that her father needs good food to keep his strength and energy up. She also knows that he will like something good and cold to drink. Draw in a well-balanced meal and don't forget to color it because food must look as good as it really is.



UNA COMIDA SABROSA

NECESITAS: Lápiz y creyones.

COMO SE HACE: Colombina está llevando un azafate con el almuerzo de Precolombo. Ella sabe que su papá necesita comer bien para estar fuerte y tener energia. Ella también sabe que le gusta beber algo fresco y de buen sabor. Dibuja sobre el azafate una comida bien balanceada y no te olvides de colorearla porque la comida debe de mirarse tan sabrosa como realmente lo es.

SR. CUCO'S BOOK

HOW TO DO IT: Sr. Cuco was sitting under a tree reading a book when a strong wind blew the pages of the book all over. Can you find the pages?

EL LIBRO EL SR. CUCO

COMO SE HACE: El Sr. Cuco estaba sentado debajo de un leyendo un libro cuando un viento muy fuerte le voló las páginas del mismo. ¿Le puedes ayudar a encontrar las páginas?

SMALL FOLKS

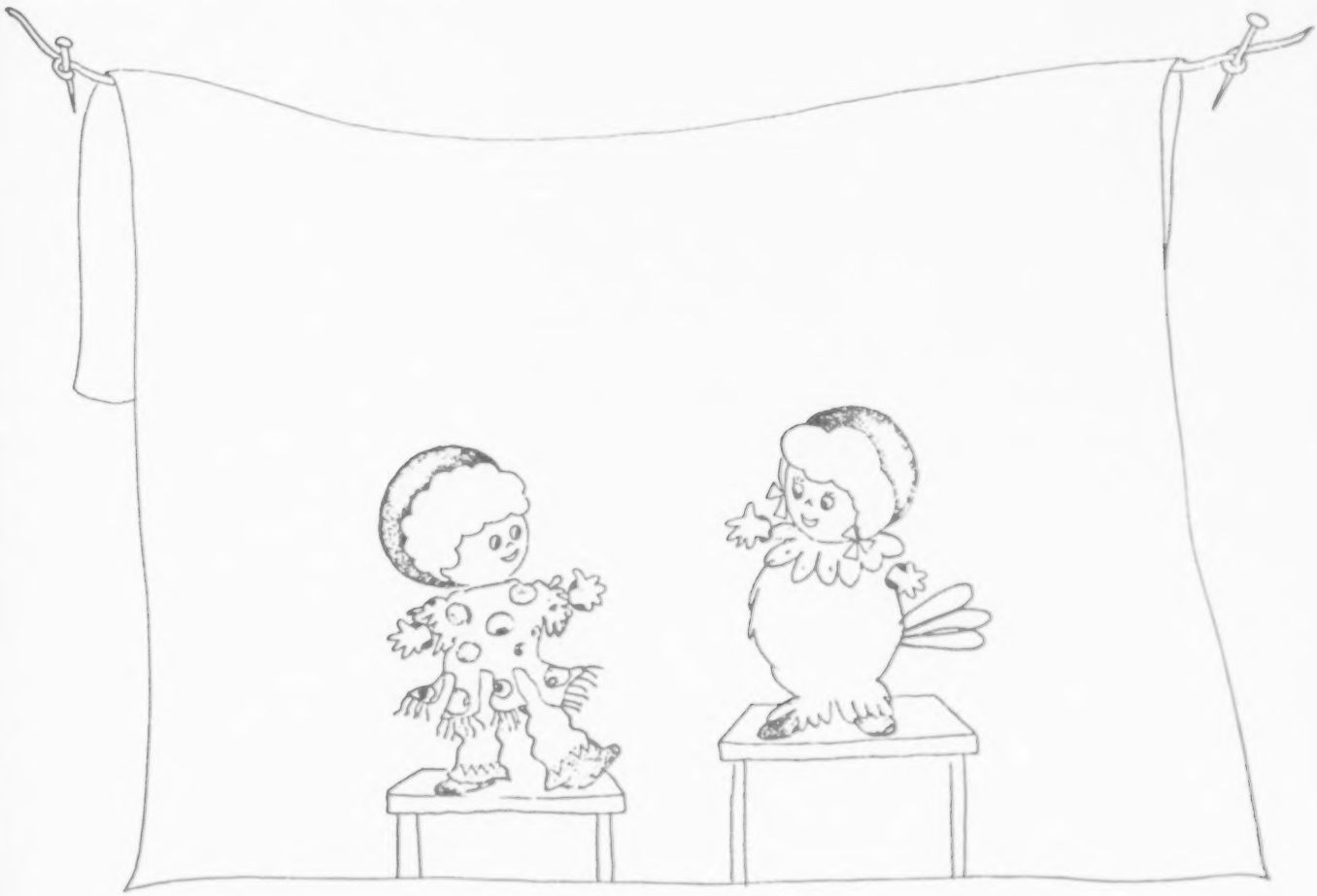
YOU NEED: Old white sheet, string, felt-tip pens, crayons, scissors.

HOW TO DO IT: Cut holes in the sheet large enough for a child's head and hands. Now draw and color in small bodies that are standing on tables and/or chairs (may be bodies of animals, spacepeople, etc.). Hang the sheet across the room with the string and have the children stand behind the sheet with heads and hands through the holes. The small folks are now ready to sing a song or recite a skit.

PERSONITAS

NECESITAS: Una sábana blanca vieja, cuerda, plumas de fieltro, creyones, tijeras.

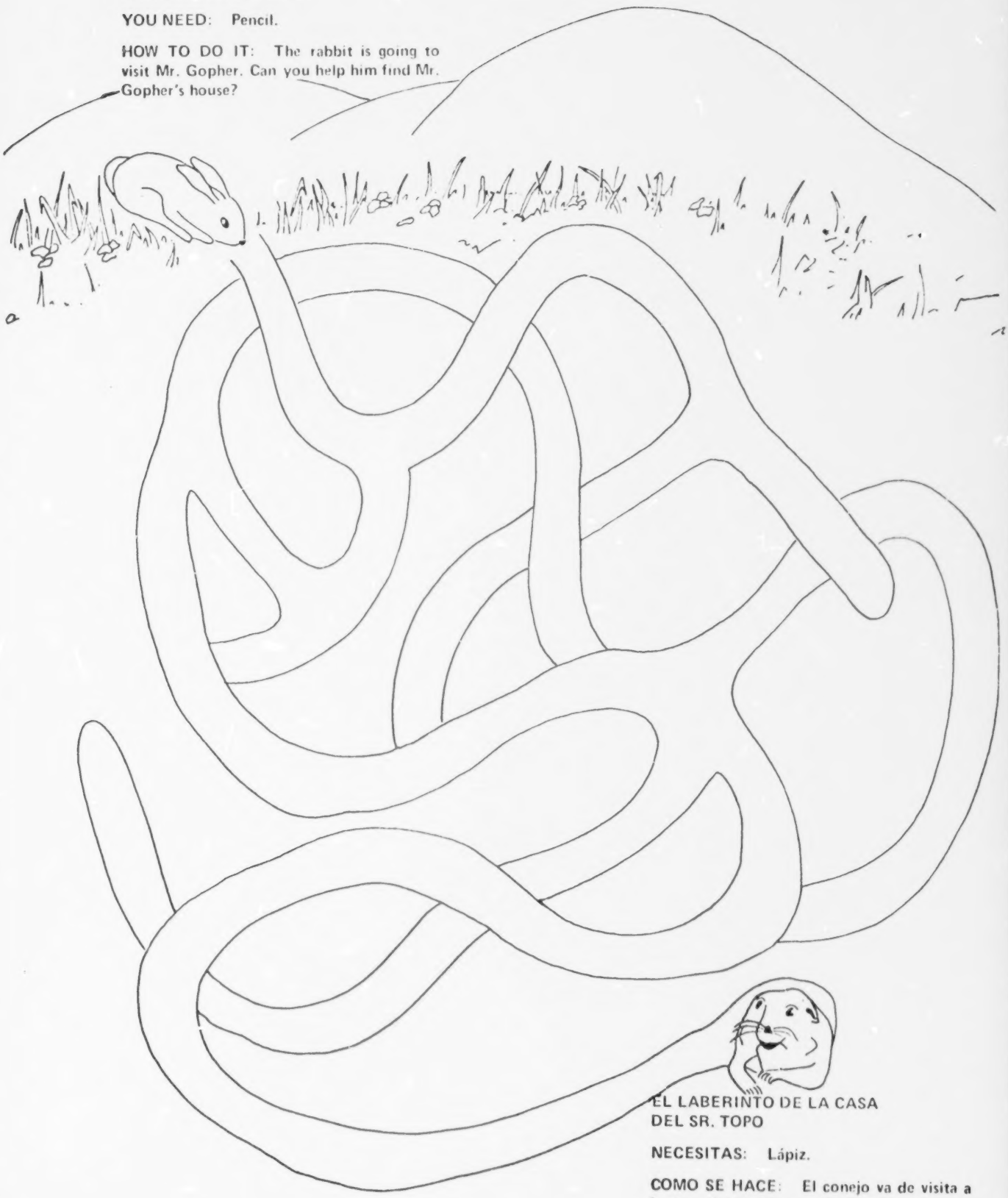
COMO SE HACE: Recorta agujeros en la sábana lo bastante grandes para que pasen la cabeza y las manos de un niño(a). Ahora dibuja y colorea unos cuerpos pequeños parados sobre sillas o mesas (cuerpos de animales, personas, etc.). Cuelga la sábana a través del cuarto con la cuerda y entonces los niños se pueden parar detrás de la sábana y pasar sus cabezas y manos por los agujeros. Ahora las personitas están listas para cantar o recitar.



GOPHER'S HOUSE MAZE

YOU NEED: Pencil.

HOW TO DO IT: The rabbit is going to visit Mr. Gopher. Can you help him find Mr. Gopher's house?



EL LABERINTO DE LA CASA DEL SR. TOPO

NECESITAS: Lápiz.

COMO SE HACE: El conejo va de visita a la casa del Sr. Topo. ¿Le puedes ayudar a encontrar la casa?

SCARECROW'S GARDEN

HOW TO DO IT: Scarecrow has hidden some fruits and vegetables in his cornpatch. Can you find them?

EL JARDIN DE ESPANTAPAJAROS

COMO SE HACE: El Espantapájaro ha escondido frutas y verduras en su maizal. ¿Las puedes encontrar?

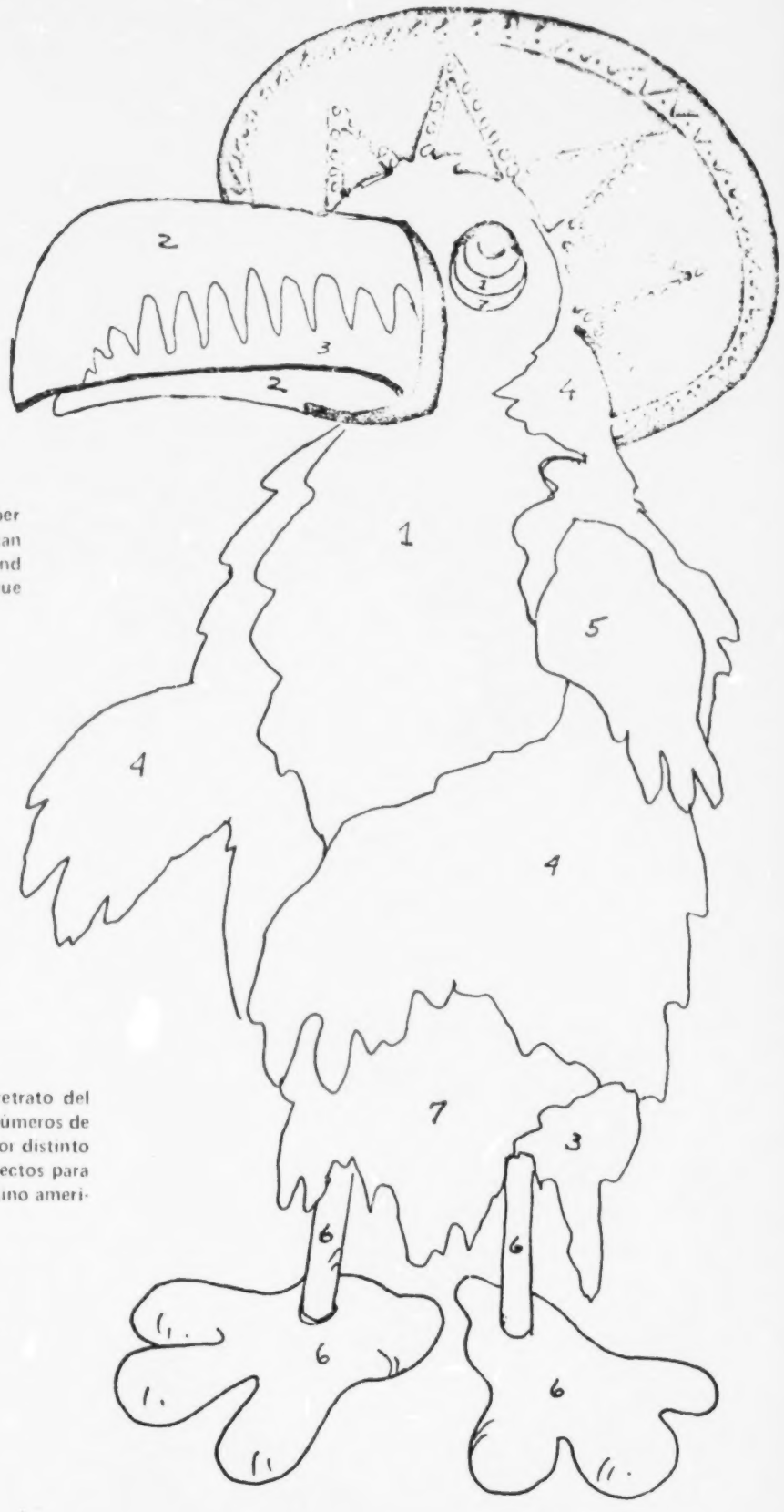
BEST COPY AVAILABLE

TOOKIE'S PORTRAIT

YOU NEED: Crayons.

HOW TO DO IT: This is a color-by-number portrait of Tookie, the South American Toucan. Each number is a specific color and you must use these colors to get a true picture of Tookie.

1. Yellow
2. Orange
3. Red
4. Blue
5. Green
6. Gold
7. Purple



EL RETRATO DEL TUCAN

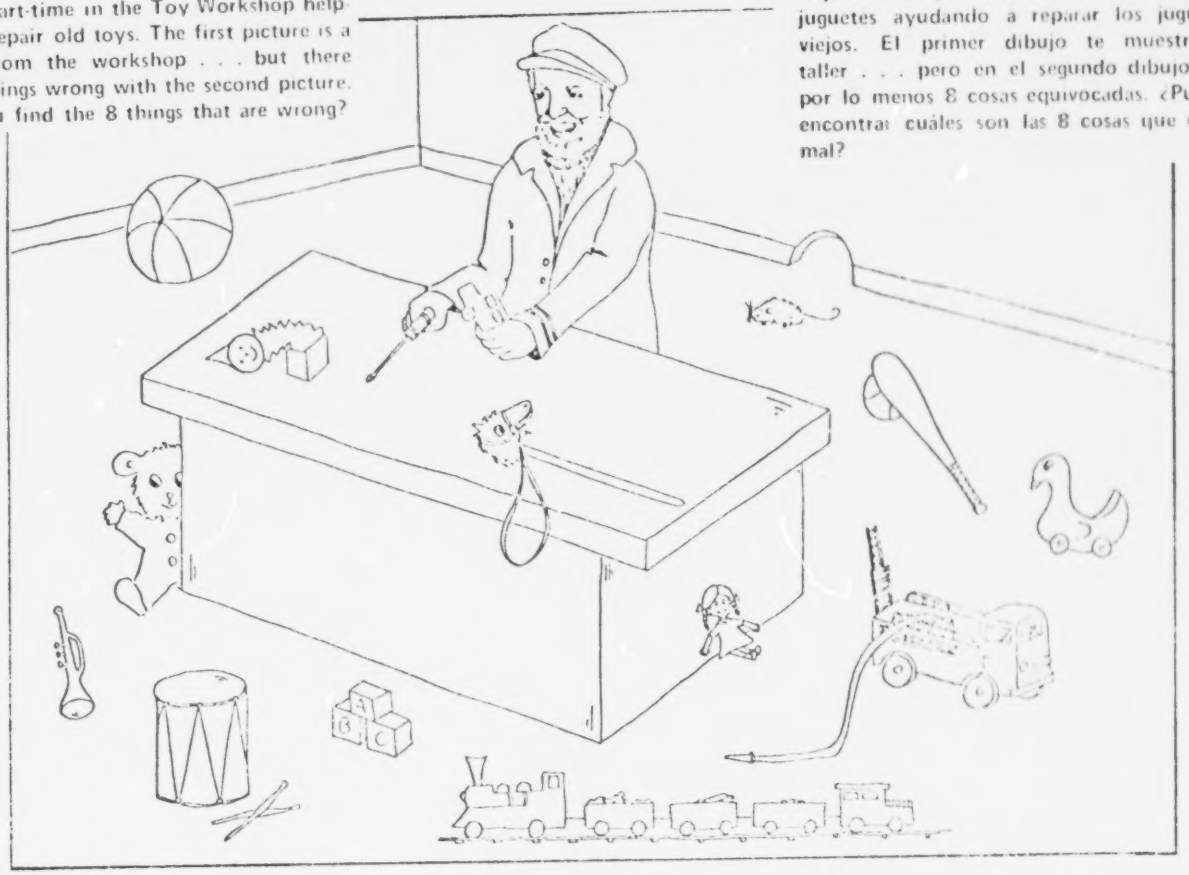
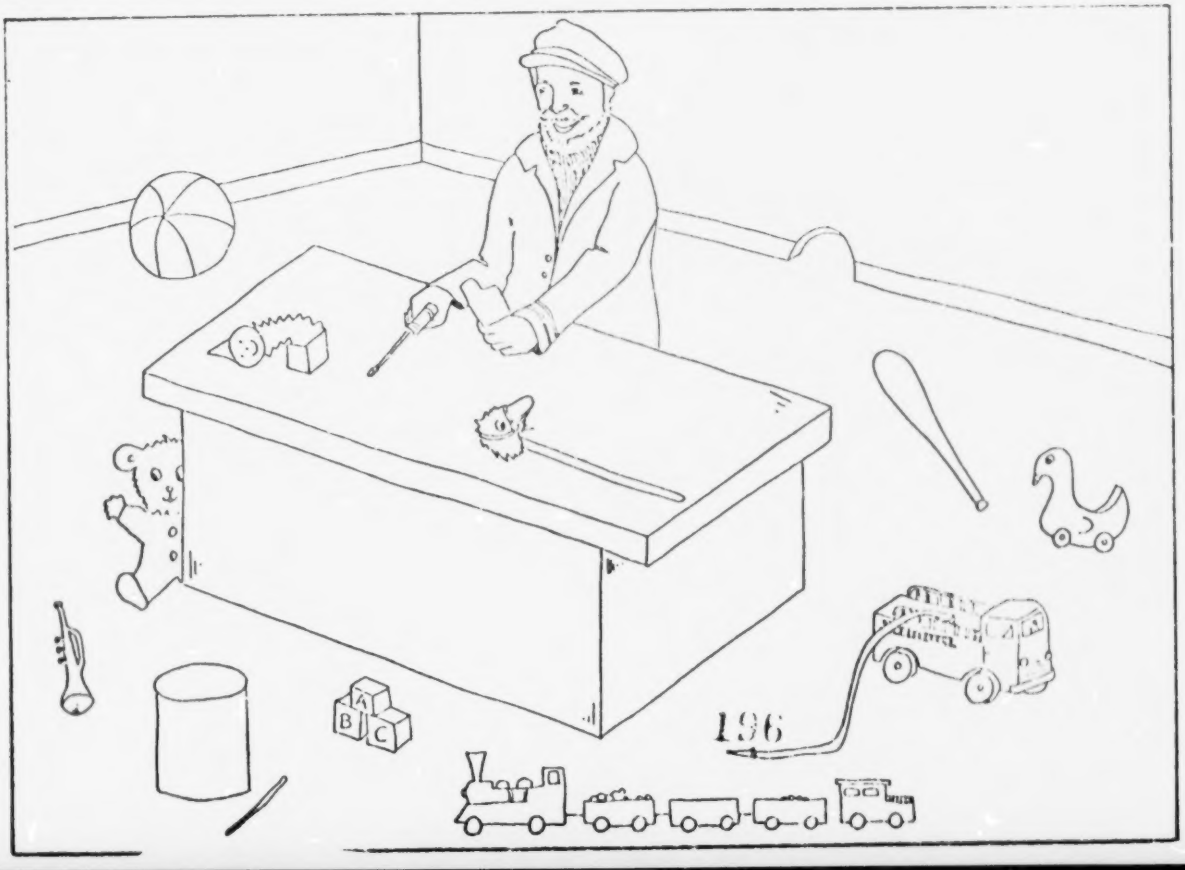
NECESITAS: Creyones.

COMO SE HACE: Este es un retrato del Tucán que se pinta siguiendo los números de los colores. Cada número es un color distinto y tienes que usar los colores correctos para tener un retrato real del pájaro latino americano, el Tucán.

1. Amarillo
2. Naranja
3. Rojo
4. Azul
5. Verde
6. Dorado
7. Morado

TOY WORKSHOP

HOW TO DO IT: Capitán sometimes works part-time in the Toy Workshop helping to repair old toys. The first picture is a scene from the workshop . . . but there are 8 things wrong with the second picture. Can you find the 8 things that are wrong?

EL TALLER DE JUGUETES

COMO SE HACE: Algunas veces el Sr. Capitán trabaja unas horas en el taller de juguetes ayudando a reparar los juguetes viejos. El primer dibujo te muestra el taller . . . pero en el segundo dibujo hay por lo menos 8 cosas equivocadas. ¿Puedes encontrar cuáles son las 8 cosas que están mal?